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ABSTRACT

A project developed four one-credit courses for post high school students to encourage their active participation in Distributive Education Clubs of America (DECA). Designed as electives to meet one hour per week for a semester in the classroom and one hour in the laboratory, the courses were designed to be adapted for use with other vocational education student organizations. The courses developed are leadership, professional interaction, career development, and community awareness. The curriculums were reviewed and evaluated at a two-day workshop and are included in the document. For each course, a specific topic is selected for each session. Objectives and activities for the session are listed, along with informational materials and suggested forms where appropriate.
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FINAL REPORT
Project No: 11-039-151-316

Course Development - DECA

June 1976

VT-103-473

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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MADISON, WISCONSIN

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ACKNOWLEDGMENTS

This project was made possible through the Wisconsin Board of Vocational, Technical and Adult Education. Without the Board's support and approval it is unlikely that the project could have been developed.

Many people should be given credit for making the project a success. Vern Swenson played a major role in providing expertise and encouragement during the formative stages of the project. Vern was helpful in selecting the consultants that had the expertise necessary to conduct the workshop.

Recognition is also extended to all of the consultants that provided input into this curriculum through the two day workshop at Lakeshore Technical Institute. They provided many new ideas into the material that was previously developed by the project director.

Special recognition also is extended to Lois Thuemmler for her input into the curriculum. Lois worked with the project director in developing ideas and was also the typist for the entire project.

TABLE OF CONTENTS

	Page
Chapter I: Summary	1
Rationale	1
Problem	2
Objectives	3
Chapter II: Methodology	5
Research	5
Workshop Program	5
Chapter III: Conclusions and Recommendations	8
Conclusion	8
Recommendations	8
Appendix	

CHAPTER I

SUMMARY

RATIONALE

Unfortunately, the number of students at the post-high school level taking advantage of joining one of the vocational student organizations reflects a relatively small percent of the eligible students. Several factors may account for the lack of membership. The student organization is elective, non-credit and some students find the club activity difficult in which to identify. According to the September/October 1975 VTAE Journal, the 1974-75 membership in DECA, OEA, WAHO and VICA in Wisconsin VTAE system totals 2,227. Wisconsin VTAE 1974-75 FTE student enrollment in the post-high school training was 41,930. These figures are evidence of the need for students to make use of the student organizations. The ultimate objective of this study is to develop four courses that will stimulate post-high students to become active and participate in various leadership rolls in DECA.

PROBLEM

Students that graduate from the distributive education programs in the VTAE schools are expected to have leadership qualities upon employment. When an employer makes an investment in their career, the employer expects our graduates to be able to function with other people and be able to work in formal and informal settings. Experience has proven that the most successful method to train the students to be competent in these areas is through student organization as indicated in the 7th Annual Report of the National Advisory Council on Vocational Education November 15, 1972. This report states that, "Vocational student organizations have supplies their members with the incentives and guidance which we recognize now as essential to bringing relevance to education, and which we accept as an integral part of the emerging career education concept." The report continues to state that, "We believe that vocational student organizations are a neglected resource which can make great contributions toward expanding the options available to our nation's student body."

The VTAE Journal, September/October 1975 contributes a full page concerning the student organizations. This article cites a recent meetnig of the Wisconsin Board of Vocational,

Technical and Adult Education which they passed a policy concerning student organizations. It stated "The WBVTAE encouraged the organization and administration of student organizations as a part of the instructional program of the respective occupational areas."

Journals, letters, position papers, and articles all across the nation today are making similar statements in regard to the need for more attention and support for student organizations becoming an integral part of the education program.

OBJECTIVES

This project has been designed to give DECA a firm position in the total curriculum through the development of four one-credit courses to facilitate and augment a more systematic learning process. Although this project will involve only the distributive education program, the four courses will be designed so that the other vocational education student organizations (VICA, OEA, WAHO AND WHE) may use with equal effectiveness and with only slight change of the course outlines.

The four one-credit courses that were developed were designed to be elective and would meet one hour per week for a semester in the classroom and one hour per week in the laboratory (club activity).

The objectives of this project as previously stated was to develop four courses for the post-high school students so that more students may take advantage of a active membership in DECA. The students will also be better educated to function in community and professional organizations upon graduation.

CHAPTER II

METHODOLOGY

RESEARCH

The project director began researching all of the information on student organizations that is in print at the present time. A letter was also sent to all DECA advisors in Wisconsin requesting any information that they have in regard to the development of student organization course for credit. The information gathered became beneficial in writing the course outline for the four courses to be developed.

A comprehensive report including course outlines, objectives, suggested activities, and supplementary materials was compiled by the project director.

WORKSHOP PROGRAM

A workshop was conducted on June 23 and 24, 1976 at Lakeshore Technical Institute. The purpose of the workshop was to review the curriculum developed by the project director and add, delete or correct the material developed. The objective of the workshop was accomplished and became a very productive meeting. Many new suggested activities were added to the material. The workshop participants were selected because of their interest and expertise in student organization.

All of the student organizations were represented by one or more of the consultants. The following is a list of the participants:

- | | |
|------------------------|--|
| 1. Vernon Swenson | Wisconsin Board of Vocational
Technical and Adult Education |
| 2. Ellen Davis | WBVTAE |
| 3. Jean Carlson | Wisconsin Indianhead Techni-
cal Institute |
| 4. Robert Cameron | University of Wisconsin-Stout |
| 5. Ruth Smith | Mid State Technical Institute |
| 6. Dorothy Goodman | Gateway Technical Institute |
| 7. Jim Ferries | Lakeshore Technical Institute |
| 8. Bill Marotz | Lakeshore Technical Institute |
| 9. Henry Michael | Western Wisconsin Technical
Institute |
| 10. Torval Hendrickson | Western Wisconsin Technical
Institute |
| 11. Lois Thuemmler | Lakeshore Technical Institute
(Alumni DECA Member) |
| 12. Larry Doyle | Lakeshore Technical Institute |

An evaluation form was used to determine the effectiveness of the workshop. The form used and the results of the evaluation are enclosed in the appendix.

CHAPTER III

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

The "Course Development-DECA" project was involved in the writing of course outlines, objectives, suggested activities, and supplementary materials for four one-credit elective courses. The courses that were developed are 1.) Leadership, 2.) Professional Interaction, 3.) Career Development, 4.) Community Awareness.

The four courses were written specifically for students involved in DECA, but with minor changes the material can be used for all organizations.

The materials that were developed will be tested at Lakeshore Technical Institute this year. The courses at this time will be tested with DECA members that elect to take the courses for credit.

RECOMMENDATIONS

It is felt by the project director as well as the participants in the workshop that the material that has been developed is sufficient to begin the courses. It is also strongly felt that this project should continue into another phase for the 1976-77 fiscal year.

It will be noted in the appendix that one of the questions in the workshop evaluation form was in regard to whether or not there should be another phase to the project. All respondents answered this question yes. The question continued to ask what should be included in the next phase. In summary, the respondents and project director feel that there should be additional finding to accomplish the following:

1. The project director should keep accurate records during the year while teaching the course as to the activities and objectives that were successful and the ones that need more work.
2. The project director, with the assistance of the workshop participants should continue to search for more supplementary materials to include in the package.
3. Incorporate other organization resource materials into the course-presently is heavy on DECA materials.
4. Conduct a workshop next summer with the same participants to evaluate the courses as they were tested in the classroom and update the materials.
5. Prepare a presentation for all advisors for all student organizations.

6. Conduct a workshop for all advisors for all student organizations to train the advisor on how the four courses can be implemented in the classroom.

APPENDIX

LAKESHORE Technical Institute

Frederick J. Nierode
District Director

LAKESHORE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

1290 NORTH AVENUE PHONE (414) 693-8211
CLEVELAND, WISCONSIN - 53015

May 20, 1976

Dr. James Covey
District Director
Wisconsin Indianhead VTAE District
Box B
Shell Lake, WI 54871

Dear Dr. Covey:

In cooperation with the State VTAE Office, Lakeshore Technical Institute will be sponsoring a two-day invitational workshop this summer. The purpose of this workshop is to further develop course outlines for courses relating to student organizations. This workshop will be held at Lakeshore Technical Institute-Cleveland on June 23 and 24, 1976.

It is the objective of this workshop to give student organizations a firm position in the total curriculum through the development of one-credit courses which will facilitate and augment a more systematic learning process. We are interested in having a quality project upon completion; therefore, we are seeking a faculty representative from each of the student organizations (DECA, OEA, VICA, WAHO, HERO), a district supervisor, a teacher educator, and Vern Swenson from the State Office. The people selected are being invited because of their interest and expertise in their respective discipline area.

We are inviting Jean Carlson to assist us in this project. We will reimburse the participants for their travel, meals, and lodging for this workshop.

Ms. Carlson was involved in the initiation of this project one year ago, and we would appreciate his presence at this workshop so additional development can be done. Future correspondence in regard to this workshop should be sent to Larry Doyle--Workshop Chairman at Lakeshore Technical Institute, 1290 North Avenue, Cleveland, WI, 53015.

I would appreciate a response by May 28 so that I can send further information to the participants.

Sincerely,

Larry Doyle
Marketing Department

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LAKE SHORE Technical Institute

Frederick J. Nierode
District Director

LAKE SHORE VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICT

1290 NORTH AVENUE PHONE (414) 693-8211
CLEVELAND, WISCONSIN - 53015

M E M O

TO: Jean Carlson, Ruth Smith, Daniel Buretta, Bob Cameron, Dorothy Goodman,
Jim Ferries, Bill Marotz, Lois Thuemmler, Vern Swenson
FROM: Larry Doyle
DATE: June 3, 1976
JECT: Student Organizations Curriculum Workshop

The Student Organizations Curriculum Workshop is scheduled for June 23 & 24, 1976. You will notice on the attached agenda that we will begin our meeting at 9:00 a.m. at Lakeshore Technical Institute, Cleveland in Room C-121.

Your expenses for the workshop will be paid at the time of the workshop to include meals, lodging and travel. I have made reservations for the 22nd & 23rd at the Guest House Inn in Manitowoc for the following people: Ruth Smith, Bob Cameron, Dorothy Goodman, and Vern Swenson.

I am making arrangements for a picnic on Wednesday evening. The time and place will be announced when you arrive on Wednesday.

Please bring any materials and ideas with you in regard to activities that could be included in the curriculum that we will be working on. I am looking forward to seeing all of you on June 23rd.

LAKESHORE TECHNICAL INSTITUTE - CLEVELAND

STUDENT ORGANIZATIONS WORKSHOP

June 23 & 24, 1976

A G E N D A

Wednesday

9:00 a.m. Introduction
9:30 a.m. Background and Need - Vernon Swenson
10:00 a.m. Experiences from Local Clubs
(Objectives of each organization and types of activities.)
10:30 a.m. Break
10:45 a.m. Group Discussion. . . (Read materials that have been developed)

12:00 p.m. Lunch

1:00 p.m. Sub-Committee Meetings

Group 1 - Career Development and Professional Interaction.
Group 2 - Leadership and Community Awareness.

Thursday

9:00 a.m. Sub-Committee Meetings

Group 1 - Leadership and Community
Group 2 - Career Development and Professional Interaction

11:30 a.m. Lunch

12:30 p.m. Sub-Committee Reports
2:00 p.m. Wrap-up and Evaluation
3:00 p.m. Adjourn

STUDENT ORGANIZATIONS

CURRICULUM WORKSHOP

June 23 & 24, 1976

EVALUATION

- Do you feel the Introduction session explains the goals of the workshop satisfactorily? Yes 8 No
- Do you feel the materials prepared in advance were satisfactory to use as a guide for this workshop? Yes 8 No
- Did you have an adequate opportunity to provide input into the curriculum being developed? Yes 8 No
- Was this workshop a worthwhile experience for you? Yes 8 No
- In your own opinion, do you feel the curriculum being developed warrants additional research beyond this fiscal year? Yes 8 No
- Do you feel this project should be continued into another phase? Yes 8 No
- If yes, what should be included in the next phase?

COMMENTS

uture development should include a bibliography of supplemental readings, aids, audio visual materials to supplement each 1 credit course. Eventually the three courses beyond leadership would be built up to the same extent.

Larry Doyle is commented for the fine job of preparing this 4 credits in leadership.

-
- Workshop to analyze the problems encountered in the classroom.
 - Incorporate the other organization resource materials, in the course.
 - Offer this course as an elective school-wide.
- Excellent job on course outline to Larry Doyle
-

2.

We should evaluate the project after it has been taught.

Start incorporating changes as you are teaching for next year.

Develop a presentation as you are going to tell other advisors about it.

This was really great! I'm glad it's becoming a reality. You have done a tremendous job!

Up date -- Relate actual experience to plan -- Refine -- Note problems --

The curriculum materials should be added to other sections and content evaluated and revised during pilot year.

Begin accumulating resource materials for other student organizations.

Probably should share with advisors in fall meetings to help prepare for acceptance in future.

1. About this same time next year.
2. Lists of very specific activities, successful or unsuccessful, significant or trivial, should be included, what does not work for one school may be a success in another.

May use another student organization to refine outline.
Have summer workshop to instruct advisors.

LEADERSHIP

COURSE OUTLINE

SESSION

1. ORIENTATION TO COURSE AND EXPLANATION OF DECA (WHAT IT CAN DO FOR YOU)
2. THE IMPORTANCE AND THE ROLE OF OFFICERS IN AN ORGANIZATION. CAMPAIGN STRATEGIES USED BY OFFICER CANDIDATES.
3. DEVELOPING A PROGRAM OF WORK IN AN ORGANIZATION.
4. WHAT IS LEADERSHIP - TYPES OF LEADERS.
5. FOLLOWSHIP ROLES - THE ART OF LISTENING.
6. COMMITTEES AND HOW THEY FUNCTION.
7. RESPONSIBILITY OF COMMITTEE MEMBERS.
8. PARLIAMENTARY PROCEDURE.
- 9-10. PARLIAMENTARY PROCEDURE IN ACTION.
11. APPLICATION OF PARLIAMENTARY PROCEDURE.
- 12-13. CONSTITUTION AND BYLAWS.
- 14-16. CONFERENCE PLANNING AND PARTICIPATION

LEADERSHIP

SESSION 1

OBJECTIVES

1. The students will gain a knowledge of the organization.

ACTIVITIES

- A. Read Handout.
- B. Review Chapter activity manual.
- C. Film: DECA is for Everybody.
- D. Describe National Convention : (use film, photo, handbook).
- E. Finances of course-units, field trips, costs etc.
- F. Brainstorming-What do you expect to get out of the course? (Small group activity).

HISTORY

The Distributive Education Clubs of America make up a truly "grass roots" organization. From 1937 to 1942, we find many schools organizing clubs and between 1941 and 1944, a few states held statewide meetings. With the assistance of the U.S. Office of Education a national organization was initiated at Memphis, Tennessee, in 1947. Twelve states sent delegates to this meeting. National officers were elected, a charter, constitution, and other matters necessary in starting a national organization, were settled. Today, DECA membership has grown to include 140,000 students in 50 states. The local chapters operate at both the secondary and post-secondary level.

During the 1961 AVA Convention in Kansas City, a meeting was held to discuss post-secondary participation in the 1962 National DECA Leadership Conference. The states of Kansas, Washington and Wisconsin were represented, plus members of the DECA staff.

During the discussion it was announced that the DECA Board of Trustees had established and approved criteria for post-secondary representation at the National Conference. A plan was then evolved which will allow each State Association interested in post-secondary development to assist and contribute to the growth of the Division.

The plan was unanimously approved by those in attendance and later received the "green light" from trustees at a special meeting December 8, 1961. On December 18, 1961, our State Board of Vocational and Adult Education approved the Wisconsin Distributive Education Association constitution. Shortly thereafter, WDEA Chapters were formed at Green Bay, Kenosha, Madison, Milwaukee, Oshkosh and Wausau.

On December 14, 1961, a committee of Distributive Education coordinators, Charles Christianson, Wausau; Richard Ashman, Madison; Wayne Little, Kenosha; plus state staff members, Vernon Swenson and Walter Chojnowski, discussed and agreed upon the general policies for state operations.

Wisconsin applied and received its charter from National DECA in 1962. Today, Wisconsin DECA has grown to include over 700 post-secondary students annually. Wisconsin DECA has had several national officers; numerous national competitive events winners; Spring Career Development Conferences which draw 400 students and scores of businessmen; and most of all opportunities to participate in professional, civic, leadership and social activities for thousands of Wisconsin's citizens.

WHAT IS DECA

DECA stands for Distributive Education Clubs of America.

It is a program of activity designed for students enrolled in Distributive and Marketing Education classes.

It is organized on Local, State, and National levels to provide incentives and recognition for DE students.

It encourages group participation, leadership development, career study; and is a vital part of the total Distributive Education program.

It is a teaching device through which the instructor can enrich, enliven and enlarge the Distributive Education curriculum. (the relationship of the DECA program to other phases of Distributive Education is summarized in the diagram on the following page.)

The Distributive Education Clubs of America -- otherwise known as DECA -- is an organization whose program of leadership and development is designed specifically for students enrolled in Distributive Education Programs. DECA is the only National Vocational Student Organization operating in the Nation's schools to attract young people to careers in marketing and distribution.

DECA is a non-profit, non-political, non-sectarian student organization composed of voluntary members, with DE instructors acting as Advisors. DE students elect their own chapter officers and delegates who have a direct vote in their State Association of DECA and in their National program. All chapters are self-supporting, with members paying local, state and national dues.

DE students have common objectives and interests in that each is studying for a specific career objective. DECA activities have a tremendous psychological effect upon the attitudes of students and many have no other opportunity to participate in social activities of the school or to develop responsibilities of citizenship. DECA members learn to serve as leaders and followers, and have an opportunity for state and national recognition that they would not have otherwise. The chapter is the "show window" for student achievement and progress, and is the public relations arm of the DE instructional program.

DECA chapters are to DE class members what a civic or professional organization is to a group of businessmen. Chapter activities are recognized as a part of the total educational program because of their development of leadership ability, professional attitudes, better citizenship characteristics, and social growth of the individual.

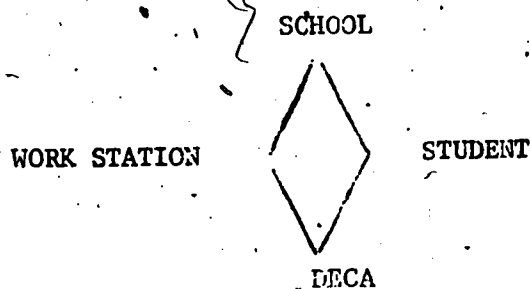
DECA chapter activities are centered in the school. These chapter activities serve the instructor as a teaching tool by creating interest in all phases of marketing and distribution study. The majority of chapters plan activities which include social, civic, professional, and benevolent activities and adopt projects which provide for school and community betterment.

D evelops leaders in marketing, merchandising and management.

E ngenders a love for our American system of free enterprise.

C ultivates desirable work characteristics and social graces.

A ssists students in developing good leadership qualities.



PURPOSES OF WDEA

As stated in the constitution:

1. To develop leadership in the field of distribution.
2. To develop a sense of individual responsibility.
3. To provide opportunities for intelligent career choice in distribution.
4. To allow practical application of Marketing and Distributive Education through competition.
5. To encourage use of ethical practices in business.
6. To allow opportunity to appreciate and implement the obligations of citizenship.
7. To provide for mental and physical health through satisfactory social and recreational activities.
8. To engender a healthy respect for education.
9. To create and nurture an understanding of our free, competitive enterprise system.
10. To develop an appreciation of civic and social obligations of those engaged in distribution.

The purpose of the WDEA is clearly exemplified by our constitutional purpose, but often one will have difficulty drawing a direct relationship. The primary common purpose of all is learning by doing. The state association must create and implement programs which will only further the education of the distributive education student.

The Wisconsin Distributive Education Association is an opportunity for any student with a desire to further his educational experience outside of the local chapter. WDEA must provide the local chapter with a resource of means for further educational development. This resource may be through leadership development by participation in local, state, and national levels.

The State Association must also provide the necessary guidance for the new local chapter through activities such as member services and program development areas. The state officers are always at the disposal of the local officers for assistance of any kind. The State Advisor and State Coordinator are at the disposal of the advisor and the local chapter.

WDEA is a somewhat young organization that is still learning its complete role as an integral part of the total Distributive Education Program. We can only learn how we can better serve the local chapter from the local chapter. An association of this nature will only be as effective as the local membership will allow.

The Wisconsin Distributive Education Association --WDEA-- is a student-centered organization whose program of leadership and personal development is designed specifically for students enrolled in Vocational Distributive Education programs offered by the Board of Vocational, Technical and Adult Education and district boards throughout the state. DECA is a non-profit, non-political and non-sectarian vocational student organization.

Any student enrolled in any Distributive Education instructional program in the nation is eligible for membership in DECA at the local, state and national level. At the local level, DE students form a Chapter of DECA and elect their own student officers. The DE Instructor serves as the Chapter Advisor. Nearly all chapters are self-supporting with members paying local, state and national dues.

All chapters within a state are chartered by and comprise the Wisconsin Distributive Education Association. The State Association elects student officers from its membership.

National DECA is composed of State Associations. Student delegates elected or appointed by each state elect National Officers.

National DECA is made up of five divisions representing High School, Junior Collegiate and Collegiate Distributive Education students, an Alumni Division representing former DE students at all levels and a Professional Division representing teacher-coordinators, teacher-educators, DE Supervisors and administrators, supporting businessmen and women and interested parents.

DECA Chapters may be found in all fifty states, Puerto Rico, and the District of Columbia, with a total membership of nearly 150,000 members.

WHY JOIN DECA?

BECAUSE:

- DECA is the only Vocational student organization operating through the schools of the nation to attract young people to careers in marketing and distribution.
- DECA is a teaching device through which the instructor can enrich, enliven and enlarge the DE curriculum.
- DECA encourages social intelligence through satisfactory social and recreational activities.
- DECA encourages free enterprise and economic awareness through individual instruction, Studies in Marketing projects, Creative Marketing projects, exposure to successful business leaders, and by practical experience in business establishments.
- DECA encourages civic responsibility through professional conferences, chapter activities, school improvement projects, and support of community projects.
- DECA provides each member an opportunity to participate in many activities designed to teach him to be not only a leader but also a follower.
- DECA maintains a series of State and National Competitive Activities--all designed to stimulate and motivate classroom interest, career encouragement, and vocational competence.
- DECA believes in competition and offers awards and recognition to student members for outstanding accomplishment.
- DECA maintains its own Scholarship Loan Program to assist and encourage its members toward higher education.
- DECA funds are used directly for student benefit through programs such as:

Awards & Scholarships
Leadership Conferences
Program Development
Member Services
Public Information
Leadership Training
Educational Projects

- DECA with your support will continue to develop future leaders for marketing and distribution.

DECA TERMINOLOGY

- What is DE;** Distributive Education identifies a program of vocational instruction for the field of marketing, management and merchandising.
- Who is responsible for DE in your state;** All programs of DE are co-sponsored by the State Board of Vocational, Technical and Adult Education and the local district boards of Vocational, Technical and Adult Education.
- What is DECA;** DECA is a vocational student organization designed for students enrolled in Distributive Education and is an integral part of the total DE program. DECA refers to the local, state and national organization.
- What is DECA, Inc.;** DECA, Inc. is the legal identity of the adult group responsible for the student program of DECA. It was chartered in 1946 and meets annually.
- What is the Board of Directors;** A Board of Directors composed of twelve members elected or appointed by DECA, Inc. set policy for National DECA.
- What is the National Advisory Board; (NAB);** The National Advisory Board consists of business representatives of donor companies who lend financial support to DECA. NAB members serve in an advisory capacity to National DECA.
- Is DECA National;** Yes--All fifty states plus Puerto Rico and the District of Columbia have State Associations--a total of fifty-two Associations of DECA.
- How many DECA chapters in the nation;** In 1970-71 there were 3,429 High School chapters, 241 Junior Collegiate chapters and 25 Collegiate chapters of DECA.
- How many individual members in National DECA;** Nearly 125,000 students were members of DECA during the 1970-71 school year.
- What is the National Career Development Conference; (CDC)** It is the annual climax of the year's activities. Its purposes are to recognize outstanding individual ability and classroom achievement and to inspire individual and group leadership.
- Who are National Delegates;** They are student representatives elected by states to conduct official business of DECA at the National level. National officers are elected by and from these delegates.

What is the
Distributor;

It is the official monthly publication of DECA.
It has a circulation of nearly 125,000 with
readership estimated at two to one. It is sup-
plemented by the DECA Dateline.

Where is DECA
Headquarters;

DECA Headquarters are located at 200 Park Avenue,
Falls Church, Virginia 22046. Headquarters include
offices of DECA, DECA, Inc., and DECA Foundation.

HOW TO USE DECA TERMS

When referring to district, regional, state or national meetings of DECA,
they are conferences, not conventions.

Adults charged with the responsibility of giving guidance and counsel to
chapters and state associations are called advisors, not sponsors.

Local segments of DECA are called chapters, not clubs.

We have competitive events at the State and National Leadership Conference,
not contests.

An activity, the purpose of which is to raise money for the chapter, is
called a sales project, not a fund-raising activity.

The book in which DECA activities are recorded is known as a chapter
activities manual, not a scrapbook.

Keep in mind the difference between DE and DECA and DE students and DECA
members.

DECA COLORS

The DECA colors shall be blue and gold, Blue represents sincerity. Blue is
the color of the sky and therefore suggests that students should reach up-
ward in their endeavors. Gold represents the crowning glory of success which
results from a job well done.

THE DECA EMBLEM

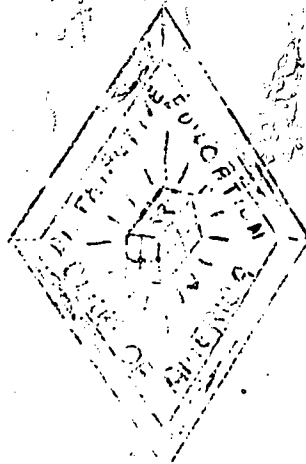
The National Emblem of the Distributive Education Clubs of America is attractive, significant, and meaningful. This emblem is in the shape of a diamond, with a wrapped package in the center. The wrapped package symbolizes the close cooperation of student, teacher, parent and merchant in assisting DE students to acquire a well-rounded education.

The four diamond points symbolize?

Vocational Understanding

Social Intelligence

Civic Consciousness



Leadership Development

VOCATIONAL UNDERSTANDING is instilled as the student is well prepared to take his place in the business world as a direct result of acquiring first-hand knowledge of merchandising, salesmanship, and opportunities available in his chosen career.

CIVIC CONSCIOUSNESS is gained as the student learns to recognize his obligations to the community in which he lives through studying community needs and planning community betterment.

SOCIAL INTELLIGENCE is learned as the DECA member is given an opportunity to develop poise, and to gain a knowledge of the social graces necessary in our society by attending well planned and supervised social events.

LEADERSHIP DEVELOPMENT results as the student is given an opportunity to participate in many activities designed to teach him to be not only a leader but also a follower.

The rays of sunshine emanating from the wrapped package denote the glowing personal satisfaction resulting from a completed job that has been **„WELL DONE...“**

THE BOCA CREED

★ I BELIEVE IN THE FUTURE WHICH I AM PLANNING FOR MYSELF IN THE FIELD OF DISTRIBUTION AND IN THE OPPORTUNITIES WHICH MY VOCATION OFFERS.

★ ★ ★ I BELIEVE IN FULFILLING THE HIGHEST MEASURE OF SERVICE TO MY VOCATION, MY FELLOW BEINGS, MY COUNTRY AND MY GOD—THAT BY SO DOING, I WILL BE REWARDED WITH PERSONAL SATISFACTION AND MATERIAL WEALTH.

★ ★ ★ I BELIEVE IN THE DEMOCRATIC PHILOSOPHIES OF PRIVATE ENTERPRISE AND COMPETITION AND IN THE FREEDOMS OF THE NATION—THAT THESE PHILOSOPHIES ALLOW FOR THE FULLEST DEVELOPMENT OF MY INDIVIDUAL ABILITIES.

★ I BELIEVE THAT BY DOING MY BEST TO LIVE ACCORDING TO THESE HIGH PRINCIPLES I WILL BE OF GREATER SERVICE BOTH TO MYSELF AND TO MANKIND.

THE LOCAL CHAPTER

The cornerstone of DECA is the local chapter. The State and National Associations are only as strong and viable as the local chapters. The chapter is often the "show window" of a Distributive Education program. It provides an opportunity for DE students to demonstrate capabilities learned in their course of study while expanding their opportunities for social, vocational and leadership development.

Many factors go into the making of a strong local chapter of DECA. Among these are an alert and vigorous membership, an enthusiastic and diligent advisor, the selection of the best leadership in the chapter as officers, cooperation on the part of the school and cooperation with the community. However, the most important factors are the teamwork and interest of the members and their determination to make their chapter outstanding for its service. SERVICE should be the watchword of every chapter.

THE STATE ASSOCIATION

The purpose of the State Association is to supplement local opportunities for leadership development. In addition to the state newsletter there are two major state-wide events:

1. The Fall Leadership Development Workshop which features:
 - A. Officer Workshops; presidents, vice-presidents, secretaries, historians, and parliamentarians.
 - B. Regional Workshops; Fox Valley, Northern, Southwestern and Southeastern.
 - C. Activity Workshops; community service, publicity, membership, and fund raising.
 - D. Motivational Speakers; including the State Director of Vocational, Technical and Adult Education.
2. The Spring Career Development Conference
 - A. State-Wide Competitive Events (see section on projects and competitive events).
 - B. Election of New State Officers.
 - C. Career Spectacular; students have the opportunity to meet with businessmen from the entire state to discuss career opportunities.

LEADERSHIP

SESSION 2

OBJECTIVES

1. The student will understand the importance of officers in an organization.
2. The student will have an understanding of the role of the officer.
3. The student will have an understanding of campaign strategies.

ACTIVITIES

- A. Guest Speaker (State or National Officer.)
- B. The student will become a candidate of a local, regional, state, or national office or be an active member on a campaign committee for a candidate.
- C. Each student prepares campaign strategies for the office of his choice.
- D. Small group discussion "What Is The Role Of The Officer".

CHAPTER OFFICER RESPONSIBILITIES

Any organization designed to be of lasting value to its members must have competent and aggressive leadership. Duly elected officers provide the leadership for the local chapter. Therefore, if the local chapter is to have competent and aggressive leadership, it must select its most capable members to serve as officers. In other words, every officer should be selected on his or her ability to meet the requirements and perform well the duties of the office to which elected.

Below are listed some of the duties and responsibilities of officers generally elected to lead the chapter. Every chapter member should be reasonably certain that his choice has the qualifications and the desire to do the job well.

The President

1. Preside over and conduct chapter meetings in accordance with accepted parliamentary procedure.
2. Keep discussions on the subject.
3. See that time limits are observed.
4. Select and appoint members to serve on committees.
5. Represent the chapter at special school events and before civic clubs and other out-of-school organizations.
6. Coordinate and guide the efforts of all chapter officers and committees.
7. Serve as ex-officio member of chapter committees.
8. Consult regularly with advisor on the progress of the chapter's program of work.
9. Determine the need for and call any necessary special chapter meetings.
10. Promote energetic activity on the part of chapter members through the display of his own enthusiasm.
11. Conduct himself at all times in a manner that reflects credit upon the chapter.
12. Counsel with other chapter officers concerning their duties and responsibilities.

The Vice President

1. Assist the President in the discharge of his duties and responsibilities.
2. Preside over chapter and executive committee meetings in the absence of the President.
3. Assume the full duties and responsibilities of the President should he or she be absent for a long period or leave the chapter permanently.
4. Serve as ex-officio member on chapter committees.

The Treasurer

1. Receive and account for all funds which come into the chapter treasury.
2. Assist in the preparation of a statement of estimated receipts and expenditures for the year.
3. Keep financial records neat, accurate and up-to-date.
4. Collect all individual state chapter dues and be responsible for their disbursement to the state treasurer.
5. Pay out funds on authorization of the chapter.
6. Protect the financial reputation of the chapter by seeing that its obligations are promptly met.
7. Help plan and execute the ways and means of providing for chapter income.

The Secretary

1. Take notes and prepare adequate minutes of each regular and called meeting of the chapter.
2. Answer all incoming chapter correspondence.
3. Keep a proper file of copies of all outgoing and incoming correspondence.
4. Prepare all necessary chapter reports.
5. Protect any and all permanent records of the chapter.
6. Be responsible for the posting of items of common interest and benefit on the classroom and/or school bulletin boards.
7. Read letters and/or other communications at chapter meetings.
8. Keep a proper record of votes cast-especially on important issues.
9. Be prepared at every regular meeting to give the chapter information about any unfinished business or any new business which is before the chapter for the first time.
10. Have available at each regular meeting: minutes of previous meetings; a record of committees and their past reports; the chapter's program of work; and a copy of the constitution and bylaws.

The Parliamentarian

1. Be interested in and willing to help other chapter members understand the fundamental purposes of parliamentary law.
2. Be prepared to advise the presiding officer and other chapter members on points of parliamentary procedure.
3. Have reference material pertaining to acceptable parliamentary procedure available to refer to should the need arise.
4. Be ever alert and call the Chair's attention to significant irregularities in procedure.
5. Be prepared to explain any irregularity and its effect on the fair and equal rights of all chapter members.

The Historian

1. Gather and classify chapter news.
2. Prepare news and articles for publication in school and local newspapers.
3. Acquaint local newspapers with the aims of the local chapter.
4. File clippings and pictures of chapter activities and keep a chapter activities manual.
5. Assist in maintaining a chapter bulletin board.
6. Assist with planning and arranging chapter exhibits.
7. Prepare and collect news and feature stories of chapter activities for the state newsletter.

CHARACTERISTICS OF A GOOD OFFICER

1. Desire and willingness to serve the local chapter and DECA organization.
2. Enthusiasm for chapter work.
3. Ability to learn parliamentary procedure.
4. Ability to express oneself and be understood by other members.
5. Ability to get along with other members.
6. Self-confidence and humility.
7. Ability to lead and direct activities.
8. Ability to lead and participate in both large and small groups.
9. Adequate time to perform the duties.

Activities which provide leadership development:

1. Becoming proficient in the use of parliamentary procedure.
2. Presenting officer reports.
3. Giving committee reports.
4. Presenting talks before groups outside of DE.
5. Participating in leadership development workshops.
6. Becoming acquainted with the history, aims and purposes of the program.
7. Becoming familiar with the constitution and by-laws of the chapter.
8. Learning the duties and responsibilities of each officer.
9. Assisting in preparation of the program of work.
10. Taking an active part in other school organizations.
11. Working with committees.
12. Participating in state, regional and national conferences.

CHARACTERISTICS OF A GOOD INTERPRET

1. Is always prompt.
2. Is proud of his organization.
3. Accepts his share of responsibility for the business at hand.
4. Is willing to hear ideas and opinions of others.
5. Gives constant attention to the activities of the organization.
6. Knows the purpose of each meeting and activity and works for its accomplishment.
7. Carries out all assignments to the best of his ability.
8. Is constantly thinking and acting for the benefit of the organization.
9. Acts in the school and the community in a manner that reflects favorably on the organization.

LEADERSHIP

SESSION 3

OBJECTIVES

1. The student will have an understanding of the importance of a program of work in an organization.
2. The student will have a knowledge of how to develop a program of work.

ACTIVITIES

- A. Small group discussion.
- B. Guest Speaker.
- C. Read handout on "Program of Work."
- D. The student will develop ideas for a Chapter Program of Work.
- E. Present ideas at a chapter meeting (orally and written.)
- F. Complete the working group form.
- G. Develop strategies for two large committees with each having a number of sub-committees (ex. finance, social civic etc.).
- H. Keep a scrapbook, bulletin board, news articles etc.
- I. Membership drive-increase participation at Fall Seminar.
- J. Review last year's program of work.

CHAPTER OF THE YEAR

First, second, and third place awards will be given in addition to 3 honor awards. Judging criteria will be based on the following:

MAXIMUM POINTS

Chapter Activities Manual	50
*Chapter Display	20
WDEA - BIG SAM items	20
Percentage of chapter in attendance at State CDC	20
WDEA Newsletter Articles	10
Fifteenth of the month report	10
For each newly elected State Officer and Regional V.P.	5
***For each competitive event entered by the chapter	5
**For each series event entered by the chapter	5
For each 1st place winner	3
For each 2nd place winner	2
For each 3rd place winner	1

* The display that is built should correspond to the theme selected by the current year's WDEA Executive Council. AN EXAMPLE would be: "DECA-Pathways to Marketing Careers," the theme of the '73-'74 officers.

~~**Only 5 points will be awarded per competitive event per chapter, regardless of the number of entries the chapter has in the event.~~

***Five points will be recorded if the Parliamentary Procedures event was entered at the Fall Leadership Conference.

BEST COPY AVAILABLE

DEVELOPMENT OF DECA ACTIVITIES

1. To develop progressive leadership in the field of marketing and distribution that is competent, aggressive, self-reliant, and cooperative.

Through competitive events and activities relating to the DECA program of work, students participate in experiences that groom them to assume leadership responsibilities in marketing and distribution.

EXAMPLE: To participate and work within the realm of the WDEA chapter Management Plan, not only as an officer, but for all members in their working groups. This is a management plan designed to operate like a business.

2. To develop a sense of individual responsibility.

The individual acceptance of responsibility is a trait of prime importance in the student's development into an effective personality. Projects pertinent to the following activities give reinforcement to this trait development.

EXAMPLE: Under the WDEA Chapter Management plan, each member has a responsibility for the successful operation of the local chapter.

3. To provide opportunities for intelligent career choice in the field of marketing and distribution.

Selected DECA competitive events and activities become useful projects helpful to students choosing significant career goals in marketing and distribution.

4. To allow practical application of the principles of marketing and distribution through competitive activities.

Competitive involvement in competitive events provides opportunities to apply knowledge and skills and motivates the student to refine those skills which aids him to win. Ultimately this refinement makes the skill more marketable.

EXAMPLE: Advertising Campaign, Sales Representative

5. To encourage use of ethical practices in business.

An insight into the practices and policies used by business is attained by the investigations and observations required for some projects.

EXAMPLE: In preparing the chapter's annual plan of work the student is given the opportunity to employ for his own use many business practices learned on-the-job and in the classroom.

6. To provide for mental and physical health through satisfactory social and recreational activities.

The need for mental and physical health through DECA activities is reflected in the personality and physical qualities which permit personnel in marketing and distribution to function effectively. A variety of DECA activities are instrumental in developing these qualities.

EXAMPLE: Leadership Conferences; Chapter recreational activities;

7. To engender a healthy respect for education.

Personal competition and completion of written studies require a descriptive vocabulary and the ability to communicate clearly. These activities illustrate to the student the need for clear thinking, persuasive thinking, forceful speaking, and effective writing--hallmarks of an educated person.

EXAMPLE: The planning, completion, and implementation of the Public Relations and Recruitment functions of the chapter.

8. To create and nurture an understanding of our free, competitive enterprise system.

As DE students are refining their occupational goals and beginning to learn about the field of distribution, a substantial part of the curriculum may be spent in learning about job opportunities in distributive activities in a free enterprise system. Many club activities and contests lend themselves to understanding how distributive projects affect the individual in a free, competitive economy.

EXAMPLE: The sales project coordinated as an activity within the organization. Participation within the Chapter Management Plan as an excellent example of the operation of a business.

9. To develop an appreciation of civic and social obligations of those engaged in marketing and distribution.

In both his class and chapter work, the student learns to recognize his obligations to the community in which he lives through studying community needs and planning civic improvement.

EXAMPLE: Community Service Projects; Community Survey;

Through social events held during the year, the DECA member is given an opportunity to develop poise and to gain a knowledge of the social graces necessary in our society.

EXAMPLE: DECA Week Banquet

10. To serve as a means of interpreting the instructional program to businessmen, faculty, parents, and other students.

By involving businessmen as judges and advisors of competitive events as part of student projects, the student is afforded the opportunity to interpret the instructional program of Distributive Education. The student may interpret the instructional program in school through assemblies and other various media.

EXAMPLE: Sales Manager Meeting; DECA Week

PUBLICITY LIST

Style show will be provided by DECA

DECA members make survey

DECA members provide program for business or civic organization

DECA member speaks to business or civic organization

DECA election of officers

Dance, party or picnic held by DECA

Business speaker at DECA meeting

Field trip planned by marketing students

DECA Week activities

Proclamation by Governor, Mayor and/or Chamber of Commerce

Business support DECA Week

Employee-Employer Banquet

New teacher added to marketing staff

Business makes contribution to DECA Diamond Fund

Committee evaluates marketing program

Scholarship awarded to marketing student

Success stories of graduates

(Advisory Committee recommendations

Marketing department receives new equipment

Appointment of new advisory member

Foreign student enrolled in marketing program

Results and summary of survey taken by marketing department

Students attending State Career Development Conference

Students attending National Career Development Conference

Awards Banquet

DEVELOPING A PROGRAM OF WORK

A. An annual program of work should be set up

1. It is an outline of activities covering a definite period
2. It includes specific goals, ways and means of reaching them and adequate provision for checking on accomplishments
3. The plan should be well thought out and carefully worded
4. It should be based on the needs of the members, the organizations, the school, and the community
5. It should represent the thinking of a majority of the members
6. Although new chapters should not undertake an overly elaborate program the first year, it should be one that presents a challenge to the members.

B. Steps for building a program of work for a new chapter (or one that has not previously set forth a program of work)

1. Review, as a total chapter, the possible activities in which the club might participate
2. Secure copies of program of work of other DECA chapters and review them for ideas. Materials sent from the National office of DECA in Fall of each year has many ideas
3. Decide on two or three activities (or more) that will definitely be undertaken
4. Put the total program of work in writing
5. Check the program of work with school authorities and others concerned
6. Adopt the program when satisfactory

C. Steps for building a program of work for an established chapter

1. Review past year's program of work at chapter meetings. Try to find out why certain items were successful and others were not. Discuss also the present needs of the chapter, its members and the community
2. Select from past year's program the items to continue for the present year. Add new items suggested by members.

The Chapter Program of Work

The development and use of a local program of work can make a significant contribution to the Distributive Education and DECA programs in Wisconsin.

A "program of work" can assist the instructor with the units of instruction in the course of study. Also, a "program of work" can provide motivation to the students through total member participation in the various local activities. A "program of work" emphasizes the need for student excellence in their classroom work day by day.

When developing your own program of work, the following suggestions are offered:

1. Develop a new program of work each year to meet local needs.
2. Organize activities in which a large number of chapter members can participate.
3. Include only those activities which can be accomplished by the local chapter during the current school year.
4. Develop activities that promote and encourage a sound Distributive Education program.
5. Evaluate your activities, eliminate those activities that were difficult to sponsor or lack participation.
6. Provide awards and recognition to those who excel, not just the officers.
7. Plan your program of activities around local needs, and then plan your budget. Do not plan the program around the budget.
8. Allow your officers, working group chairmen, and members to participate. A good "program of work" is selected, planned, carried out and evaluated by the chapter members.

The activity worksheet is to be used by each Working Group within the local DECA Chapter to assist in planning their activities for the entire school year. It is designed specifically to assist each group in preparing their own "plan of work". When the Activity Worksheets from it have been completed they can be combined to form the Chapter "plan of work".

After determining the "plan of work" within the Working Group, each group must also determine the cost of the activities they wish to undertake. The Finance Committee would of course be concerned with fund raising and their main objective would be to determine the amount of income the chapter will need and the means of earning this money.

The activity worksheets should be duplicated in any quantity necessary for the Working Groups to complete their "plan of work". The Working Group Expenditure Sheets should also be duplicated in any quantity necessary to meet the chapter needs. The Summary of Expenditures may be useful in submitting the club's fund raising requests to the local advisory board.

Many times the administration will want to know what the money you need will be used for. The Activity Worksheets, Working Group Expenditures, and the Summary of Expenditures should be an adequate means of justification.

The Chapter Management package also includes a Calendar of Activities that should be completed when the chapter "plan of work" and budgets are completed and approved. These completed forms should be duplicated in adequate quantities for each chapter member and the school administration. It is also possible to give a copy to the school office so they can publish your activities in the annual calendar of school events.

WORKING GROUP REPORT FORM

Working Group Name _____ Date _____

The _____ working group

met on _____

to discuss _____

The following points were considered: _____

It is the recommendation of the group that the following action be
taken: _____

Signed by: _____ Member

_____ Member

_____ Advisor

_____ Chairman

I move that this report be accepted. (Or:)

As a result of the group's recommendations, I move that (specific
wording of the motion) _____

CHAPTER

WISCONSIN DISTRIBUTIVE EDUCATION ASSOCIATION
19__-19__ Budget

Working Group Expenditures

Activity

Cost

Public Relations

*

\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____

Special Events

*

\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____

*Name each activity and to the right indicate the amount of money needed to carry it out.

Chapter Records

\$
 \$
 \$
 \$
 \$
 \$
 \$
 \$
 \$
 \$

Chapter Meetings

\$
 \$
 \$
 \$
 \$
 \$
 \$
 \$
 \$
 \$

55

Cost

\$
 \$
 \$
 \$
 \$
 \$
 \$
 \$
 \$
 \$

Total

\$
 \$
 \$
 \$
 \$
 \$
 \$
 \$
 \$
 \$

Total

53

Activity

Cost

Membership Committee

★ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

Total

\$ _____

State Leadership Workshop

★ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

Total

\$ _____

*Name each activity and to the right indicate the amount of money needed to carry it out.

Cost

[illegible][illegible]

55

Working Group Expenditures

Activity

Cost

Communications

* _____

Total

\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____

Alumni Relations

* _____

Total

\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____
\$ _____

*Name each activity and to the right indicate the amount of money needed to carry it out.

CHAPTER

WISCONSIN DISTRIBUTIVE EDUCATION ASSOCIATION

19__-19__

Summary of Expenditures

<u>Working Groups</u>	<u>Expenditure</u>
Public Relations	\$ _____
Special Events	\$ _____
Chapter Records	\$ _____
Chapter Meetings	\$ _____
Development	\$ _____
Membership Committee	\$ _____
State Leadership Workshop	\$ _____
Spring Career Development Conference	\$ _____
Finances	\$ _____
Communications	\$ _____
Purchases	\$ _____
Alumni Relations	\$ _____
Total Projected Expenditure	\$ _____
Total Projected Income (From finance group)	\$ _____
Projected Net Balance	\$ _____

ACTIVITY WORKSHEET

WORKING GROUP _____

CHAIRMAN _____

Activity

Goals

Means to achieve each goal

Evaluation

CALENDAR OF ACTIVITIES

19__ - 19__

Chapter

SEPTEMBER

Activity

Working Group

DECEMBER

Activity

Working Group

OCTOBER

JANUARY

NOVEMBER

FEBRUARY

62

61

activity and to the right show Working Group in charge

MARCH

Activity

Working Group

JUNE

Activity

Working Group

APRIL

JULY

MAY

AUGUST

62

0

63

CHAPTER ACTIVITIES AND PROJECTS

Chapter activities and projects may be classified in four broad areas: Leadership Development, Professional Growth, Civic Consciousness, and Social Awareness.

Leadership Development

Leadership development activities are those that complement any activity of the local chapter. They may be specifically seen as internal activities that are most necessary to the successful operation of the DECA chapter. They may be very broad in nature, but tend to accent the participation of one or a small group of members.

One very strong and desirable characteristic is the ability to obtain a decision from a group and follow through on the decision. This is a characteristic found in many management people.

Students must learn the principles of sound leadership and how to use them if they are to be fully prepared for future responsibilities to distribution and society. They must learn that good leadership and good followership are closely interwoven; a leader in one function will be a follower in another. The DECA program should be patterned to provide students the opportunity to develop leadership qualities through participation in projects and activities. The chapter that serves its members best, however, is the one that emphasizes leadership through individual responsibilities and committee activities.

Professional Growth

Professional growth activities are those that contribute to the professional improvement of the student. Chapters should provide professional meetings at which guest speakers, panel discussions, films, demonstrations; and similar presentations relating to distribution are featured. Field trips can be conducted in connection with topics studied in class. Competitive events are also professional activities. Designed primarily to stimulate student interest in improving career-related knowledge and skill, contests emphasize the importance of learning through preparation and participation. Individual achievement is recognized in a sequence of local, state and national competitive events.

Business meetings and chapter ceremonials are often conducted in connection with professional meetings. When details are satisfactorily handled by committees, time consuming business sessions can be held to a minimum, thus permitting club matters to be integrated with professional programs.

Financial activities involve raising funds to support the financial obligations of the chapter. These obligations often include expenses for items such as travel funds for delegates and committee members, field trips, professional and social meetings, and communications. Individual chapters

determine the number and type of financial activities in which they wish to participate. Many chapters assess membership dues to cover part of the financial needs. Fund raising projects can and should develop competencies needed in marketing and distribution.

Civic Consciousness

Civic consciousness activities are conducted by many chapters to serve the school and community. Projects range from campus involvement campaigns to participation in fairs, trade shows, and other community-wide events. These activities are frequently conducted in cooperation with local business organizations, other school organizations and civic groups.

Service activities are undertaken in many chapters to emphasize the need for sharing with others. Frequently, projects are designed to coincide with Thanksgiving and Christmas, however, service should be a continual activity. Many of the projects are so conceived that they involve extensive student participation.

Social Awareness

Social awareness activities are a major requisite of the program. Many social connotations are connected with an annual employer-employee banquet although the primary purpose and character of the function is professional in nature. Social activities also become an important finishing touch to professional meetings, particularly when community leaders are invited to participate in the program.

EVALUATING CHAPTER ACTIVITIES

A. A set of evaluative criteria should be established by which the value of each individual activity can be measured.

B. The criteria should be used prior to the activity to:

1. Indicate expected outcomes
2. Indicate the degree to which each outcome will be realized
3. Determine, in this way, if the activity is worthwhile

NOTE: It would be amazing if any single activity were to meet each criterion to the highest degree. Several excellent activities might miss a few of the criteria completely.

C. The criteria should be used following the activity:

1. As a guide to determine the values that were received
2. As a guide for the improvement of subsequent activities

What Is a Program Of Activities?

The program of activities is the local DECA chapter's written, planned, and approved plan of action; what the local members plan to accomplish during the current school year. A program of activities is made up of projects planned by the chapter's standing committees. So, the local program of activities is a planned list of projects that the members have discussed and agreed upon and plan to complete. The program of activities should include only those activities that relate to the aims and objectives of DECA and supplement the local distributive education course of study.

What Is an Activity?

A DECA activity is a project that is selected, planned, carried out, and evaluated by local committees made up of local DECA members. Once the local committees have developed a list of projects--activities and obtained agreement and a commitment from the members, the local program of activities emerges.

Purpose Of Program Of Activities

The purpose of a local program of activities is to provide involvement of all members in carrying out the work of their chapter, and to assist the teacher-coordinator in providing instruction that contributes to the development of the individual student and distributive education in the local community. Also, a program of activities can provide motivation to the students through participation in various activities. A program of activities emphasizes the need for student excellence in classroom work day by day.

Suggestions For Developing a Local Program Of Activities

When developing a program of activities, the following suggestions are offered:

1. Develop a new program of activities each year to meet current needs. A sample calendar of activities may be found on page 16. This should be posted on the bulletin board where all members may read it.
2. Organize activities in which a large number of chapter members can participate. This encourages and develops cooperation among the members. Planning and working together emphasizes the importance of individual contributions to successful group accomplishments. By learning to work well with one another develops a sense of human relations that is necessary for success in distributive careers.
3. Include only those activities which can be accomplished by the local chapter during the school year. In the main, long range activities--requiring two or more years--are not successful due to graduation, change in leadership, and new members with varied interests and concerns.
4. Develop activities that promote and encourage a sound distributive education program in your community. Any activity planned and carried out by the local chapter should be in keeping with the needs and goals of the local distributive education program. The program of work carried out at the local level can make a tremendous contribution to distributive education if we believe that DECA is the showcase for distributive education.

5. Evaluate your activities annually. Eliminate those activities that were difficult to sponsor, carry-out, or lacked participation. All activities will not be a success, and should be evaluated to ascertain why they were not successful. However, an unsuccessful activity can be a learning experience if the "why" can be determined and analyzed.
6. Provide awards and recognition to those who excel. Competition is a basic element of free enterprise. Providing chapter awards gives students an opportunity to develop a competitive spirit which can encourage initiative and vision.
7. Plan your activities around local needs. The program of activities should be developed in keeping with the needs of the members and in harmony with available human and community resources. Too often, many chapters overlook many sources of local aid. Remember, the program of activities carried out at the local level is the most important phase of DECA. Both the State and National organizations originate from the local level where the greatest amount of member participation takes place.
8. Determine the funds needed to carry out the program of activities. The question should not be, "How will we get the money?"; but, "How much money do we need?". The amount of money should not determine the activities planned, but rather the planned activities will determine the money needed to carry out the chapter's program of activities.

9. Allow your officers, committee chairman, and members to participate. A good program of activities is selected, planned, carried out, and evaluated by the chapter members.

Developing a Program Of Activities

The basic steps for developing a local program of activities may vary from a new chapter or a chapter that has not previously developed a program of activities. However, the following steps have been useful in the development of programs of activities in local chapters.

1. Identify the standing committees needed by your chapter.

- Leadership
- Civic
- Public Relations
- Social
- Finance
- Regional-State
- Others

The responsibility of the standing committees are:

- CIVIC COMMITTEE - Provide activities for the community's betterment so the member will learn and recognize his obligations to the community in which he lives.
- SOCIAL COMMITTEE - Provide social activities where the member is given the opportunity to develop poise, and gain a knowledge of social graces.
- PUBLIC RELATIONS COMMITTEE - Provide activities that will attract additional students to the distributive education program; maintain pride among the students and stimulate them to further progress; stimulate and sustain public support of the distributive education and DECA program.

- FINANCE COMMITTEE - Provide activities that will obtain the necessary funds to carry out any given activity in the program of work. These financing activities should also provide the member good business and public relations experience.

- LEADERSHIP COMMITTEE - Provide activities on the local level that will provide the member an opportunity for developing and recognizing leadership development.

- REGION - STATE COMMITTEE - Provide local activities that will help prepare students for Region - State DECA competitive and career development conferences.

3. Select or appoint chairman, secretary and members to serve on committees.

Public Relations Committee

Chairman _____

Secretary _____

Members _____

All chapter members, except chapter officers, should be on a standing committee.

3. Each committee develops a list of activities or projects that relate to their committee. (Chapters should not undertake too many activities during the first year.)

- Develop a list of activities that members are interested in doing.
- Secure copies of programs of activities from other chapters.
- Check local, regional and State newsletters or other clubs for ideas.
- Decide on two or three activities that definitely be included in your committee's program of activities.

After the committee has identified activities, they should then:

- Set goals for each activity.
- Develop ways and means for carrying out activities - How they plan to get the job done.
- Determine cost of each activity.
- Develop a budget for their committee.

New chapters may find it practical not to undertake too many activities the first year. However, the variety and number of chapter activities depend on the ingenuity and vision of the chapter members and the chapter advisor. While most projects or activities will be of a group nature, every effort should be made to allow for individual students' interests and abilities. The activities adopted should provide for:

- The development of a spirit of cooperation.
- An ability to communicate.
- An understanding of social values.
- Individual performances.
- Responsibility and leadership development.
- An understanding of competition.

4. After approval by chapter the committee's recommendations become a part of the chapter's program of activities. The committee's activities should be typed and the chapter president and advisor should present the program of activities to the principal and discuss. After approval of local administration, copies should be provided to all committee chairmen, officers, advisor, principal, and a copy posted in the distributive education classroom.
5. Committee members should set goals that are challenging, but can be reached.
6. Activities should provide an opportunity for leadership development--not just busy work or selling candy!
7. Remember, a few activities planned and carried out well that are successful are better than an extensive list of activities not carried out or carried out poorly. Quality not Quantity!
8. Select activities that can be carried out and completed during the second year.
9. Use last year's program of activities as a guide--use successful activities and disregard the poor ones.
10. Program of activities should be developed and ready for chapter approval at the September chapter meeting.
11. As many activities as possible should require little or no capital outlay by chapter treasury.

Activity	Goal	Ways and Means	Accomplishments
duct ad lay-out contest	<p>1. <u>Local</u></p> <ul style="list-style-type: none"> a. Have 25 members enter contest b. Provide plaque to winner and runner-up c. Hold contest in January d. Have story and picture in local newspaper <p><u>Regional</u></p> <ul style="list-style-type: none"> a. Have chapter winner enter regional contest b. Have entry place in top three 	<p>1. a. Have committee explain contest at October meeting</p> <ul style="list-style-type: none"> b. Committee secure supplies for contest c. Committee contact judges for contest d. Committee secure awards and prepare publicity releases e. Committee chairman present awards at Employer-Employee Banquet \$5.00 	

Activity	Goal	Ways and Means	Accomplishments
Conduct Employer-Employee Banquet	2. a. Have 75 members attend banquet b. Have 25 employers attend banquet c. Invite 10 businessmen not participating in program as possible new employees d. Present awards to DECA Contest winners e. Invite 10 guests to banquet	2. a. Have committee explain plans at March meeting b. Committee set-up sub-committee needed: 1. Program 2. Guest 3. Meal 4. Decorations 5. Awards c. Committee check with principal for use of school facilities d. Committee secure awards and chairman present at banquet e. Committee prepare publicity for local newspaper and radio station	

Activity	Goal	Ways and Means	Accomplishments
Sponsor Christmas Party for Senior Citizens	1. a. 40 members participate in party b. Provide gifts and refreshments for 35 senior citizens living in Jones Nursing Home	1. a. Have committee contact manager of nursing home for permission and date b. Committee secure list of senior citizens c. Assign a member to a senior citizen d. Committee select appropriate refreshments and cost limit on gifts e. Committee set up car pool for going to the Nursing home \$15.00	
Beautify school grounds	2. a. Have 25 members work on beautifying school grounds b. Spread 500 pounds of fertilizer on lawn c. Plant flowers in two flower boxes at main entrance d. Put up school sign in front of building	2. a. Committee post names and schedule of duties on bulletin board by March meeting b. Make arrangements with local school board for permission and financing for fertilizer c. Committee secure flowers \$5.00	

Activity	Goal	Ways and Means	Accomplishments
Provide DECA members as guides at PTA "Back to School Night"	3. Have 25 members serve as guides	3. a. Committee select members for guides b. Post names and schedule on bulletin board c. All guides wear DECA Blazers d. Provide guides with teachers names and classroom numbers \$0.00	
Donate to the Community Chest Drive	4. Chapter donate \$20.00	4. a. Committee collect donations from club members at October and November meetings b. Secure balance, if needed, from chapter treasury \$5.00	

Activity	Goal	Ways and Means	Accomplishments
Publish school newsletter	<ol style="list-style-type: none">1. a. Publish 10 newsletters during school yearb. Distribute to all teachers, students, and local businessmenc. Send copies to all regional and state DECA officers.	<ol style="list-style-type: none">1. a. Committee obtain permission from principal to use mimeograph equipmentb. Committee appoint editor and reporter in each Distributive Education class to obtain news itemsc. Publish newsletter first of each monthd. Include any and all items pertaining to local, regional, state, and national DECA and Distributive Educatione. Committee secure paper and ditto masters \$10.00	

Activity	Goal	Ways and Means	Accomplishments
Publish DECA stories or news articles	2. Publish five news stories in local newspaper	2. a. Committee work with local newspaper on types of news items wanted b. Committee prepare and submit news items to local newspaper c. Committee keep record of news items for chapter scrapbook	
Subscribe to National Distributor Magazine	3. a. Have all chapter members subscribe (100%) to magazine--include in dues b. Have chapter subscribe for 10 extra copies to place in high school and junior high libraries	3. a. Committee encourage all members to join DECA--magazine will be included in dues b. Committee send local news items to Distributor c. Committee place copies of Distributor in libraries	

Activity	Goal	Ways and Means	Accomplishments
Provide refreshments at chapter meetings	1. Provide refreshments at five chapter meetings	<ol style="list-style-type: none">1. a. Committee select chapter meeting refreshments will be servedb. Committee secure cokes and cookies for membersc. Committee set sub-committee for serving, and clean-up details \$25.00	
Provide guest speakers	2. Provide a guest speaker at 7 chapter meetings	<ol style="list-style-type: none">2. a. Committee select guest speaker for meetingsb. Committee prepare letters of invitationc. Committee member introduce speaker at meetingd. Committee secure small token of appreciation for each guest speaker	

SAMPLE

COMMITTEE REPORT TO BE PRESENTED
AT LOCAL DECA CHAPTER MEETING

The Civic Committee met November 4, 1972, in the distributive education classroom. Betty Smith, chairman presided. Members present were: John York, Todd Sagraves, Clayton Riley and Peggy Johnson. Final plans were made for the Thanksgiving Food Baskets for needy families. Ten families were selected from list provided by chapter members. John York, Todd Sagraves and Clayton Riley will provide cars to deliver food baskets. A list of members selected to assist will be posted on bulletin board.

The Committee also discussed (other items of business, action items, decisions made, etc.).

Respectfully submitted,

Peggy Johnson, Secretary
Civic Committee

CALENDAR OF ACTIVITIES

SEPTEMBER

<u>Activity</u>	<u>Committee</u>
Newsletter	- Public Relations
Refreshments-Meeting	- Social
Car Wash	- Finance
Leadership Lab	- Leadership
Pay VICA Dues	- Finance

FEBRUARY

<u>Activity</u>	<u>Committee</u>
Regional Conference	- Program
Posters	- Public Relations
Window Display	- Public Relations
Publish VICA Stories	- Public Relations

OCTOBER

Candy Sale	- Finance
Leadership Lab	- Leadership
Sponsor School Clean-Up	- Civic

MARCH

State Leadership Conf.	- Program
Community Chest	- Civic
Publish VICA Stories	- Public Relations

NOVEMBER

Senior Citizens	- Civic
Empty Stocking Drive	- Civic
Leadership Lab	- Leadership
Publish VICA Stories	- Public Relations

APRIL

Leadership Banquet	- Leadership
Publish VICA Stories	- Public Relations

MAY

Audit Treasurer's Book	- Finance
Set Local Plan Activities	- Leadership

DECEMBER

Sponsor Guest Speakers	- Social
Send News to State Reporter	- Program

JUNE

JULY

AUGUST

JANUARY

Chapter Contest	- Leadership
Teacher's Tea	- Social
Publish VICA Stories	- Public Relations

LEADERSHIP

SESSION 4

OBJECTIVES

1. The students will have an understanding of leadership.
2. The students will know how to get things accomplished in an organization.
3. The students will have an understanding of Types of Leaders - Theory X and Y.

ACTIVITIES

- A. Squares Game.
- B. Film: "THE CHALLENGE OF LEADERSHIP"
- C. Role Playing.
- D. Guest Speaker (Administrator at school.)
- E. Handouts.
- F. Group discussion--Who do you consider a leader and why?
- G. Discuss the types of leaders you have had contact with.
- H. Discuss the leadership within your family.
- J. Identify the leader in your group--does the leadership change from time to time?

LEADERSHIP

SESSION 5

OBJECTIVES

1. The student will have an understanding of followship roles.
2. The student will have an understanding of a group compromise.
3. The student will have a knowledge and understanding of active listening.

ACTIVITIES

- A. Role playing.
- B. Group compromise.
- C. Devil's Advocate.
- D. The student will be an active member on a campaign committee for a candidate.
- E. Relay a story through several people.
- F. Give directions to someone on a dimensional object.
- G. Bring out the positive side of followship role in class discussion.
- H. Discussion of the comforts and discomforts of being a follower.

LEADERSHIP

SESSION 6

OBJECTIVES

1. The student will be able to function and serve effectively in committee work.
2. The student will understand the necessity of a committee.
3. The student will have an understanding of the types of committee, the function of a committee, the authority of a committee, and the leadership of the committee.

ACTIVITIES

- A. The student will become a member of a standing committee within the chapter.
- B. Discuss the responsibilities of committee. Give a committee an assignment. Have the chapter make suggestions and recommendations.
- C. Define the following terms:
ad hoc
pro tem
permanent committee
standing committee.
task force

LEADERSHIP

SESSION 7

OBJECTIVES

1. The student will understand the responsibilities of a committee member.
2. The student will be able to conduct a committee meeting.

ACTIVITIES

- A. Chair a committee or subcommittee meeting (submit a written report to Instructor)
- B. Resource person (Alumni member)
- C. Video tape of a committee meeting in action.
- D. Changing of roles.
- E. Discuss the effectiveness of a committee.

LEADERSHIP

SESSION 8

OBJECTIVES

1. The student will have an understanding of Parliamentary Procedures.
2. The student will have an understanding of why Parliamentary Procedures are used in a meeting.
3. The students will understand the terms used in Parliamentary Procedures.

ACTIVITIES

- A. Handouts.
- B. Film: Parliamentary Procedure.
- C. Quiz.

WHY PARLIAMENTARY PROCEDURE

Instructors who serve as advisors have the responsibility of training leaders for the community, state and nation.

Never before in the history of our country has there been such a need for people to cooperate in a democratic manner. From a social and an economic standpoint people must combine their efforts in order to live effectively in a democratic society. For people to combine their efforts into a cooperative movement, there must be a system whereby they can arrive at group decisions. This system is parliamentary procedure. Thus, parliamentary procedure is a way of arriving at group decisions in an orderly and democratic manner.

Parliamentary Law was first used in our country when our ancestors met under the oak tree to consider matters of public importance and discovered they could not all talk at once. They therefore devised a method of procedure that permits each one an opportunity to be heard. The four cardinal principles of parliamentary procedure are: (1) justice and courtesy to all, (2) one thing at a time, (3) the rule of the majority, (4) the rights of the minority.

This section is not prepared for the purpose of dictating what to do but to serve as a body of simplified and organized information for the instructor to use in developing the following competencies of students in vocational student organizations:

1. To understand the importance of democratic participation by parliamentary procedure in group activities such as:
 - a. Student organizations such as DECA, WOEI and WTIA
 - b. PTA meetings
 - c. Business meetings
 - d. School meetings
 - e. Social clubs
2. To understand the importance of leadership qualities and skills in directing activities of groups by the democratic process of parliamentary procedure.
3. To aid students in developing sound attitudes toward the democratic group process by use of parliamentary procedure.
4. To understand the need for competent leaders and participants in the club program.
5. To enable each student to acquire reasonable proficiency in the use of at least the rudiments of parliamentary procedure.

Presented in this handbook are those parliamentary procedures most often used in club and business meetings. Stress is placed upon developing efficient leaders and participants who can conduct efficient democratic meetings rather than experts in parliamentary procedure.

VOCABULARY

Adhere - When a motion is pending and another motion is applied to it, the latter is said to adhere to the original motion.

Adjourn - To close or terminate a meeting.

Adopt a report - To accept a report thereby obligating the chapter to everything included in it.

Agenda - An official list of business to be considered at a meeting.

Amend - To change a motion by means of inserting words, striking out words, or by striking out and inserting words.

Appeal from the decision of the chair - The process of referring to the assembly a decision made by the chairman.

Ballot - System of voting where votes are cast on slips of paper to ensure secrecy.

Bylaw - A law or regulation of an organization that ranks between the constitution and standing rules in authority. The bylaws may include provisions that are usually included in the constitution.

Chair - The presiding officer, or chairman, of a meeting.

Consideration - A formal discussion by members of an organization.

Convene - To assemble together in a body. In organizations, convene is commonly used to mean the formal opening of a meeting.

Convention - A body of individuals convened for a common purpose.

Discussion - Talking about or discussing an item of business.

Disposition of motion - To act upon a motion in such a manner that it is removed from action of the chapter.

Division of the assembly - A rising vote taken to ascertain a voice vote.

Filibustering - The act of speaking for the purpose of keeping the floor and preventing the opposition from getting a chance to speak. It consumes the allotted time for a motion to be considered.

Floor - Any space, exclusive of the "chair," in a meeting room. One is said to have the "floor" after he has received recognition from the chairman.

General consent - The disposition of business without the formality of motions and voting. The chair assumes unanimous consent until an objection is raised, a regular vote is then required.

Immediately pending question - The last of several questions pending before a chapter.

In order - Correct parliamentary procedure.

Main motion - A motion that presents an item of business to the chapter for its consideration.

Majority vote - More than half of the legal votes cast, unless otherwise specified in the rules of the chapter.

Meeting - The period of time during which the chapter remains together without adjournment.

Minority vote - Less than half of the legal votes cast, unless otherwise specified in the rules of the chapter.

New business - Business that is brought up the first time for formal discussion.

Nomination - The suggesting of a person for an office. Since a nomination is not a motion, it does not require a second.

Order of business - The items of business arranged in the order they are to be considered by the chapter.

Out of order - Incorrect parliamentary procedure.

Parliamentary authority - The source of parliamentary information adopted by a chapter as its guide for deciding matters not covered in the constitution, bylaws, or rules of the chapter.

Pending question - The question before the chapter that has not been disposed of either permanently or temporarily.

Plurality - The largest number of votes cast for a candidate or measure.

Point of order - An incidental motion made for the purpose of calling attention to a violation of the rules or to a mistake in procedure.

Precedence - The rank of importance one motion has over another.

Privileged motion - Motions that affect the convenience of the assembly or one of its members. They take precedence of all other motions and may be offered while other questions are pending.

Question - An item of business before the chapter for consideration.

Recess - An intermission in a meeting without adjournment.

Proxy - This is a power of attorney by which Mr. X authorizes Mr. Y to act in Mr. X's absence. Proxy voting is not recommended for ordinary societies of volunteer memberships. It is designed for representative assemblies and stock corporations.

Resolution - A formal manner of presenting an item of business. Usually, the resolution is presented in writing.

Second - An indication by a member that he approves consideration of an item of business by the chapter.

Special Committee - A committee appointed or chosen by the chapter to perform some particular task and when this task is completed the committee is usually discontinued automatically.

Standing Committee - A committee that has certain duties and responsibilities with a certain subject area. The length of time the committee serves is usually the same as for officers of the chapter.

Standing Vote - A method of voting where members rise until they are counted.

Two-thirds vote - Two-thirds of the legal votes cast.

ESSENTIALS FOR A SUCCESSFUL CHAPTER

- A. A challenging program of work
- B. Capable officers and leaders
- C. Interested members
- D. Distributed responsibility shared by all members
- E. Proper equipment and records
- F. A knowledge of DECA on the part of every member

The program of work carried on at the local level is the most important phase of the entire chapter structure. Both the State and National organizations originated from the grass roots of isolated, individual, local chapters.

It is at the local level that the greatest amount of member participation takes place.

The State and National organizations are dependent upon the local chapters. The total organizational chart should be viewed as a pyramid with the local chapters providing the firm foundation that supports the State organization which, in turn, is one of the blocks supporting the National organization. Authority passes from local to State and from State to National.

GUIDELINE FOR CONDUCTING A MEETING

1. At least one well-planned meeting each month is needed to promote and carry out club business effectively. It should be possible for the president to call a special meeting when necessary.
2. The president and vice-president should try to give each club member a particular part in the club activities and should place as many students as possible on various committees. The chapter meetings are likely to be more successful when a number of students are involved in the activities.
3. To use time efficiently, club meetings should be easy to execute, interesting, and effective. One cannot stress the point enough that meetings must be carefully planned for the time period allotted.
4. Meetings should be conducted using parliamentary procedure, which allows democratic principles to be used and understood by the members.
5. Group participation is essential for developing leadership, cooperation, and citizenship among the club members.
6. The monthly meetings should be developed from an overall well-prepared annual program of various activities to be carried out throughout the year by the club (food baskets for needy families, fund raising projects, employer-employee banquet, etc.)

FOUR BASIC PRINCIPLES
OF
PARLIAMENTARY PROCEDURE

1. JUSTICE AND COURTESY TO ALL
2. HANDLE ONE THING AT A TIME.
3. THE WILL OF THE MAJORITY PREVAILS.
4. THE RIGHTS OF THE MINORITY ARE PROTECTED.

THE BURDEN FALLS UPON THE PRESIDING OFFICER

BASIC AUTHORITY OF AN
ORGANIZATION IS VESTED IN --

1. LAWS OF A STATE BY ARTICLES OF INCORPORATION.
2. CONSTITUTION AND/OR BYLAWS AS ADOPTED BY
THE ORGANIZATION.
3. STANDING RULES AS ADOPTED FROM TIME TO TIME.
4. PARLIAMENTARY AUTHORITY FOR RULING, GUIDANCE
AND INTERPRETATION.

LEADERSHIP

SESSION 9

OBJECTIVES

1. The student will have an understanding to the use to the gavel, the order of business, the purpose of a motion, the types of motion, the presentation of a motion and the methods of voting.

ACTIVITIES

- A. Demonstration of Parliamentary Procedures.
- B. Role playing.
- C. Read Handouts.

BASIC
POWER
OF AN
ORGANIZATION

UNLESS DELEGATED TO AN OFFICER, A BOARD, OR A
COMMITTEE BY THE ORGANIZATION'S BY-LAWS OR BY
A FLOOR MOTION, THE BASIC POWER OF AN ORGANIZATION
IS RETAINED BY THE GROUP.

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THE CHAIRMAN'S AUTHORITY

1. TO DECIDE THE ORDER OF SPEAKERS.
2. TO REFUSE TO RECOGNIZE MEMBERS WHO INTEND TO OBSTRUCT BUSINESS.
3. TO RESTRAIN SPEAKERS WITHIN THE LIMITS OF THE RULES.
4. TO ENFORCE GOOD DECORUM.
5. TO APPOINT COMMITTEES.
6. TO DECIDE POINTS OF ORDER.
7. TO VOTE; WHERE HIS VOTE WILL MAKE OR BREAK A TIE.
8. TO AVOID INFLUENCING THE VOTE BY PERSONAL COMMENT OR ACTION.
9. TO EXERCISE APPROPRIATE USE OF THE GAVEL.

THE GAVEL

A SYMBOL OF AUTHORITY

THE GAVEL IS USED TO:

1. CALL THE MEETING TO ORDER -- 3 TAPS
2. MAINTAIN ORDER -- 1 TAP
3. INDICATE THE APPROVAL OF BUSINESS -- 1 TAP
4. ADJOURN THE MEETING -- 1 TAP

ORDER OF PRESENTING CHAPTER BUSINESS

1. ~~Call~~ to order--(Rap with gavel three times and say "The meeting will now come to order")
2. Roll Call--("The secretary will now give the roll call")
3. Minutes--(A. The secretary will now read the minutes" ..
B. Are there any corrections or additions? ...
C. If so, instruct the secretary to make the correction or addition.
D. If not, "The minutes stand approved as read.")
4. Announcements--("Are there any announcements that anyone would care to make at this time?")
5. Officers' reports--("We will now have reports from the officers in turn, and thank each as he finishes".)
6. Committee's reports--("We will now have reports from the committees" call on each chairman in turn, and thank each as he finishes.)
7. Unfinished business--("Is there any unfinished business?"
If so, act on each in turn)
8. New business--("Is there any new business?" If so, act on each in turn)
9. Program--("I will now turn the meeting over to our program chairman, Name of Student")
10. Adjournment--("If there is no further business to be discussed, Rap with gavel one time and say "The meeting is now adjourned.")

**SUGGESTED ORDER
OF BUSINESS**

1. CALL TO ORDER
2. ROLL CALL
3. MINUTES
4. ANNOUNCEMENTS
5. OFFICER'S REPORTS
6. WORKING GROUPS' REPORTS
7. UNFINISHED BUSINESS
8. NEW BUSINESS

THE PURPOSE OF A MOTION

THE PURPOSE OF A MOTION IS TO PRESENT THE OPINION
OF, OR ACTION PROPOSED BY, ONE MEMBER (OF THE GROUP)
FOR THE CONSIDERATION OF THE ENTIRE ORGANIZATION
AND ULTIMATELY FOR THEIR VOTE.

THE FOUR TYPES OF
MOTIONS ARE:

1. MAIN MOTION - THE MOTION THAT PRESENTS AN ITEM OF BUSINESS TO THE CHAPTER AND ITS CONSIDERATION.
2. INCIDENTAL MOTION - MOTIONS THAT ARISE FROM A PENDING QUESTION RELATED TO THE MAIN MOTION OR TO A VIOLATION OF RULES OR TO A MISTAKE IN PROCEDURE.
3. PRIVILEGED MOTION - A MOTION THAT AFFECTS THE CONVENIENCE OF THE ASSEMBLY OR ONE OF ITS MEMBERS.
4. SUBSIDIARY MOTION - A MOTION TO TABLE OR DELAY A MAIN MOTION.

HOW A MOTION IS PRESENTED

1. A MEMBER RISES AND ADDRESSES THE PRESIDENT.

(EXAMPLE: "MR. PRESIDENT")

2. A MEMBER IS RECOGNIZED BY THE PRESIDENT.

("THE CHAIR RECOGNIZES JOHN JONES")

3. A MEMBER STATES THE MOTION

("I MOVE THAT NEVER SAY "I MAKE A MOTION")

4. A MEMBER SECONDS THE MOTION

("MR. PRESIDENT, I SECOND THE MOTION")

5. THE PRESIDENT STATES THE MOTION TO THE CHAPTER.
HE ALSO STATES WHETHER IT IS DEBATABLE OR AMEND-
ABLE.

("THIS MOTION CAN BE DEBATED BUT CANNOT BE
AMENDED. IT REQUIRES A MAJORITY VOTE. IT
IS NOW OPEN FOR DISCUSSION ...")

O R

"THE MOTION BEFORE THE CHAPTER IS
THIS MOTION CANNOT BE AMENDED. IT REQUIRES
A TWO-THIRDS VOTE. WE WILL NOW VOTE."

O R

"IT HAS BEEN MOVED AND SECONDED THAT

THIS MOTION CAN BE DEBATED BUT CANNOT BE
AMENDED. IT IS NOW OPEN FOR DISCUSSION."

6. ONCE A MOTION HAS BEEN PRESENTED FOR DISCUSSION, A MEMBER MAY OFFER REMARKS RELEVANT TO THE QUESTION AFTER FIRST OBTAINING THE FLOOR. THE MEMBER IS THEN PERMITTED TO DISCUSS ONLY THE QUESTION UNDER CONSIDERATION.
7. WHEN IT APPEARS THAT DEBATE ON A QUESTION IS COMPLETED, THE PRESIDENT SHOULD ASK: "IS THERE ANY FURTHER DISCUSSION?"

O R

"ARE YOU READY FOR THE QUESTION?"

METHODS OF VOTING

1. BY VOICE - THIS METHOD IS THE REGULAR METHOD OF VOTING ON ANY MOTION THAT DOES NOT REQUIRE MORE THAN A MAJORITY VOTE FOR ITS ADOPTION. IT IS NOT EMPLOYED ON MOTIONS REQUIRING A TWO-THIRDS VOTE OR WHERE AN EXACT COUNT OF VOTES IS NEEDED.

THE CORRECT FORM IS FOR THE CHAIRMAN TO SAY, "ALL THOSE IN FAVOR OF THE MOTION SAY 'AYE'." AFTER THIS VOTE IS RECORDED, HE SAYS, "ALL OPPOSED SAY 'NO'." IT IS INCORRECT TO SAY, "ALL IN FAVOR SAY 'AYE'." ALL NOT IN FAVOR, SAME SIGN."

2. BY RAISING OF HANDS - MAY BE USED FOR MOTIONS THAT REQUIRE A TWO-THIRDS VOTE FOR ITS ADOPTION. WHEN VOTES ARE TO BE COUNTED, THE CHAIRMAN ASKS THE SECRETARY TO HELP HIM CHECK THE TALLY. HE SHOULD ALSO ASK MEMBERS TO KEEP THEIR HANDS RAISED UNTIL HE FINISHES HIS TABULATION.

3. BY STANDING - MAY BE USED FOR MOTIONS THAT REQUIRE A TWO-THIRDS VOTE FOR ITS ADOPTION. WHEN A CLOSE VOTE IS EXPECTED, AND THE COUNT MAY BE DIFFICULT, HE ASKS THE MEMBERS TO STAND SO HE CAN BE SURE OF ACCURACY.

4. BY BALLOT - IF A SECRET VOTE IS NEEDED, ANY MEMBER MAY MOVE TO VOTE BY BALLOT. THIS BECOMES A REGULAR MOTION FROM THE FLOOR TO BE SECONDED AND APPROVED BY A MAJORITY.
5. BY ROLL CALL- IN LARGER ASSEMBLIES, WHEN A RECORD OF EACH VOTE IS REQUIRED, THE ROLL IS CALLED AND EACH MEMBER'S VOTE IS RECORDED AFTER HIS NAME BY THE SECRETARY.

HOW A MEMBER
SECONDS A MOTION

A MEMBER SECONDS THE MOTION BY USING THE COMMON EXPRESSIONS, "I SECOND THE MOTION", OR "I SECOND IT", OR EVEN, "SECOND". A MEMBER DOES NOT NEED TO OBTAIN THE FLOOR TO SECOND A MOTION.

LEADERSHIP

SESSION 10

OBJECTIVES

1. The student will be able to amend a motion, table a motion, to adjourn a meeting, to appeal a motion or action, to refer a motion to a committee, to reconsider a motion or action, to take from the table, to suspend the rules, and to accept a report.

ACTIVITIES

- A. Demonstrations.
- B. Role playing
- C. Read Handouts.

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NINE ACTIONS THAT MOTIONS CAN DEMAND

1. TO AMEND ANOTHER MOTION
2. TO TABLE A MOTION
3. TO ADJOURN
4. TO APPEAL A MOTION OR ACTION
5. TO REFER TO COMMITTEES
6. TO RECONSIDER A MOTION OR ACTION
7. TO TAKE FROM THE TABLE
8. TO SUSPEND THE RULES
9. TO ACCEPT A REPORT

A M E N D M E N T S

PURPOSE:

THE PURPOSE OF AN AMENDMENT IS TO CHANGE THE PURPOSE OF THE ORIGINAL MOTION, AND TO SECURE A VOTE UPON THIS CHANGE.

WHY AMENDMENTS ARE NECESSARY

- A. THE AMENDMENT OF A MOTION MAY RESULT FROM A CHANGE OF OPINION WHICH RESULTS FROM THE DISCUSSION OF THE ORIGINAL MOTION.
- B. THE AMENDMENT MAY RESULT FROM A DIFFERENCE OF OPINION AS TO WHAT THE ORIGINAL MOTION SHOULD HAVE EMBRACED.

METHODS OF MAKING AMENDMENTS:

- 1. BY ADDING WORDS
- 2. BY STRIKING OUT WORDS
- 3. BY STRIKING OUT CERTAIN WORDS
- 4. BY SUBSTITUTING A DIFFERENT MOTION ON THE SAME SUBJECT FOR THE MOTION ALREADY PROPOSED.
- 5. BY DIVIDING THE MOTION INTO TWO OR MORE MOTIONS, SO A SEPARATE VOTE CAN BE MADE (THIS IS A VERY GOOD METHOD TO USE IN CLUB MEETINGS. MANY TIMES MEMBERS WILL WANT TO DISCUSS A DINNER AND DANCE, OR A BANQUET AND THE ARRANGEMENTS FOR ENTERTAINMENT. THIS METHOD ALLOWS THE HOUSE TO VOTE

ON ONE ITEM WITHOUT BUYING THE ENTIRE PACKAGE.
MANY TIMES "THINGS" ARE PUT OVER ON US BECAUSE
WE VOTE ON A MOTION BECAUSE WE LIKE A PART OF
THE PURPOSE.)

PROCEDURE

AFTER A MOTION AND A SECOND HAS BEEN MADE, A MEMBER
MAY OFFER AN AMENDMENT EITHER BEFORE, DURING OR
FOLLOWING THE DISCUSSION.

ORIGINAL MOTION

FIRST RANK AMENDMENT

SECOND RANK AMENDMENT

A FIRST RANK AMENDMENT MUST BE RELATED TO THE ORIGINAL
MOTION.

A SECOND RANK AMENDMENT MUST BE RELATED TO THE FIRST
RANK AMENDMENT.

ONLY ONE AMENDMENT OF EACH RANK MAY BE UNDER CON-
SIDERATION AT ANY TIME.

WHEN AN AMENDMENT IS ACCEPTED OR DEFEATED, ANOTHER
ONE OF THE SAME RANK MAY BE MADE.

VOTING SEQUENCE:

DEBATE OF AN AMENDMENT, (FIRST RANK AND/OR SECOND RANK), IS CONTROLLED JUST AS THE DEBATE OF THE ORIGINAL MOTION.

IN PRESENTING AN AMENDMENT FOR VOTE, THE FOLLOWING PROCEDURE IS USED:

1. THE SECOND RANK AMENDMENT, (AMENDMENT TO THE AMENDMENT). WHEN PENDING, IS VOTED ON FIRST.
2. THE FIRST RANK AMENDMENT, (AMENDMENT TO THE ORIGINAL MOTION), IS VOTED ON NEXT.
3. THE ORIGINAL MOTION IS VOTED ON LAST.

NOTE: OBVIOUSLY, A NEGATIVE VOTE ON ANY ONE OF THE THREE KILLS AFFIRMATIVE VOTES PREVIOUSLY TAKEN IN THE SERIES.

BEST COPY AVAILABLE

APPEAL FROM THE DECISION OF THE CHAIR

APPEAL - TO MAKE AN URGENT REQUEST FOR A DECISION.

PURPOSE OF APPEAL

APPEAL FROM THE DECISION OF THE CHAIR PROTECTS THE MAJORITY OF THE MEMBERS OF AN ORGANIZATION FROM THE CHAIRMAN CONTROLLING THE ACTION OF THE GROUP. THIS IS ESPECIALLY IMPORTANT WHEN THE CHAIRMAN IS IN ERROR.

PROCEDURE OF APPEAL

1ST MEMBER - "MR. CHAIRMAN, I APPEAL FROM THE DECISION OF THE CHAIR." (MEMBER DOES NOT HAVE TO BE RECOGNIZED BY THE CHAIR).

2ND MEMBER - "MR. CHAIRMAN, I SECOND THE MOTION."

CHAIRMAN - "AN APPEAL HAS BEEN TAKEN FROM THE DECISION OF THE CHAIR. THIS MOTION CAN BE DEBATED BUT CANNOT BE AMENDED."

RESTRICTIONS OF APPEAL

1. REQUIRES A SECOND
2. CANNOT BE AMENDED
3. REQUIRES A MAJORITY OR A TIE VOTE TO SUSTAIN (UPHOLD) THE DECISION OF THE CHAIR. IF THE PRESIDING OFFICER

IS A MEMBER OF THE ASSEMBLY, HE CAN VOTE TO
CREATE A TIE AND THUS SUSTAIN HIS DECISION.

4. MUST BE DECIDED IMMEDIATELY.
5. CANNOT BE APPLIED TO A MOTION.

REFERRING A MOTION TO WORKING GROUPS
OR SPECIAL COMMITTEES

1. Kinds of working groups - There are two main types, working groups and special committees.

The duty of a working group is to perform all work concerning a certain area that may be assigned to it over a fixed period of time. The period of time usually runs the same as the terms of the officers. A working group enables the club to have a ready and experienced group to carry out tasks which may be delegated to it. An example of a working group would be one to consider new ideas and organize fund raising activities for the club.

A special committee is appointed to perform specific tasks and ceases to exist after it submits its final report. However, the club may delegate additional work to the working group, where it will continue to function until it has completed the new work and submitted a report. A working group to look into the purchase of a camera for the club would be an example of a special committee.

2. Purpose - There are a number of advantages to referring a motion to a working group. First, it enables the working group to secure more information about the items of business. Second, a more informal procedure is possible because of the smaller number present. Third, it enables delicate and troublesome questions to be studied or investigated without publicity. Fourth, a longer time may be devoted to each subject.

The member who proposes that a motion be referred to a working group may specify whether the item of business is to be referred to a special or working group. If the item is to be referred to a special committee, he may specify the number of members on the working group, how the members are to be selected, who is to be the chairman, and instructions to the working group. Or these actions may be taken by amending the motion to refer to a working group.

Amendments pending to a motion referred to a working group accompany the motion. An item of business referred to a working group may be withdrawn from the working group by the club at any time it wishes to dispose of the question. This may be done by either a motion to reconsider the vote to refer to a working group provided the working group has not yet taken up the question or to discharge the working group after it has taken up the question would require a two-thirds vote.

3. Procedure for referring to a working group - The president may accept a main motion. During the discussion a member may obtain the floor and state: "I move that we refer the motion to a working group of three to be appointed by the president. . . or . . . to the working group on . . . or . . . to a working group consisting of . . ."

Another member must second the motion. The president then states: "The motion before the club is that we refer this motion to a working group of three to be appointed by the president. The motion can be debated as to the desirability of referring the questions to a working group, and it can be amended. It requires a majority vote. It is now open for discussion."

4. RESTRICTIONS ON REFERRING A MOTION TO WORKING GROUP

1. REQUIRES A SECOND.
2. REQUIRES A MAJORITY VOTE.
3. TAKE PRECEDENCE OVER THE MOTION TO AMEND AND POSTPONE INDEFINITELY.
4. CAN BE DEBATED ONLY IN REGARD TO THE PROPRIETY OF REFERRING THE MOTION TO A WORKING GROUP.
5. CAN BE AMENDED.
6. CAN BE RECONSIDERED IF THE WORKING GROUP HAS NOT TAKEN UP THE SUBJECT. THE WORKING GROUP CAN BE DISCHARGED AT ANY TIME BY A TWO-THIRDS VOTE.
7. CAN BE APPLIED TO MAIN MOTIONS.
8. CAN HAVE APPLIED TO IT ONLY THE MOTION TO AMEND, TO CLOSE OR LIMIT DEBATE, OR TO WITHDRAW.
9. CANNOT BE LAID ON THE TABLE OR POSTPONED EXCEPT IN CONNECTION WITH THE MAIN MOTION.

INFORMATION ON MOTIONS TO REFER TO A WORKING GROUP

KIND OF MOTION	Requires Second	Debatable	Amendable	Requires Majority Vote
Refer to Special Committee	Yes	Yes	Yes	Yes
Refer to Working Group	Yes	Yes	Yes	Yes

TABLING A MOTION

PURPOSE

A MOTION TO LAY AN ITEM OF BUSINESS ON THE TABLE IS TO PROVIDE A TEMPORARY DELAY. THIS MEANS THAT THE ITEM IS SET ASIDE TO A LATER TIME.

REASONS FOR TABLING A MOTION

1. THOSE IN FAVOR OF A MOTION MAY NOT BE SURE OF THEIR ABILITY TO WIN AND MAY WANT TIME TO GAIN SUPPORT.
2. THE OPPOSING SIDE MAY WANT TO PUT THE MOTION ASIDE, SO AS TO STOP ALL DEBATE ON THE SUBJECT AT THAT TIME.
3. THE MEMBERS THAT ARE DISCUSSING A PARTICULAR ITEM OF BUSINESS MAY LACK PERTINENT INFORMATION AND NEED TIME TO GAIN THIS INFORMATION.
4. MORE URGENT BUSINESS MAY ARISE THAT NEEDS TO BE TAKEN CARE OF.
5. THE MEMBERS MAY WANT TO DISCUSS THE ITEM AMONG THEMSELVES OUTSIDE THE MEETING IN A LESS STRUCTURED ATMOSPHERE.

PROCEDURE

1. A MEMBER GAINS THE FLOOR AND MOVES THAT THE MOTION BE LAID ON THE TABLE.

2. A SECOND MEMBER MUST SECOND THE MOTION.

3. THE PRESIDING OFFICER TAKES A VOTE IMMEDIATELY.

RESTRICTIONS

1. REQUIRES A SECOND
2. REQUIRES A MAJORITY VOTE
3. CANNOT BE DEBATED
4. CANNOT BE AMENDED
5. CANNOT BE RECONSIDERED
6. IF THE ITEM IS TABLED, THE ORIGINAL MOTION PLUS ALL
OTHER MOTIONS AND AMENDMENTS PERTAINING TO IT ARE
ALSO TABLED.

TAKING AN ITEM OF BUSINESS FROM THE TABLE

PURPOSE

A MOTION TO TAKE AN ITEM OF BUSINESS OFF THE TABLE IS TO BRING ABOUT THE CONSIDERATION, ONCE AGAIN, OF AN ITEM PREVIOUSLY LAID ASIDE.

WHEN AN ITEM CAN BE TAKEN OFF THE TABLE

1. NO QUESTION IS ACTUALLY PENDING.
2. UNFINISHED BUSINESS IS BEING TAKEN UP. /
3. NEW BUSINESS IS IN ORDER.
4. SOME OTHER BUSINESS HAS BEEN TRANSACTED SINCE IT WAS LAID ASIDE.
5. THE REASON FOR THE DELAY WAS TO TAKE UP MORE URGENT BUSINESS, AS SOON AS THIS URGENT BUSINESS IS DISPENSED WITH.

PROCEDURE

1. A MEMBER GAINS THE FLOOR AND MOVES THAT THE MOTION BE TAKEN FROM THE TABLE.
2. A SECCND MEMBER SECONDS THE MOTION.
3. THE PRESIDING OFFICER THEN TAKES A VOTE IMMEDIATELY.
4. IF THE "YEAS" HAVE IT, THE MOTION IS THEN CONSIDERED BY THE GROUP.
5. IF THE "NOES" HAVE IT, THE MOTION FAILS

RESTRICTIONS AND RULES

1. REQUIRES A SECOND.
2. REQUIRES A MAJORITY VOTE.
3. CANNOT BE DEBATED.
4. CANNOT BE AMENDED.
5. TAKES PRECEDENCE IF NO PENDING QUESTION.
6. HAS THE RIGHT-OF-WAY IN PREFERENCE TO MAIN MOTIONS
IF NO OTHER BUSINESS IS PENDING.
7. NO SUBSIDIARY MOTION CAN BE APPLIED TO IT.
8. CANNOT BE RENEWED UNTIL SOME OTHER BUSINESS
HAS BEEN TRANSACTED SINCE IT WAS LOST.
9. CANNOT BE RECONSIDERED.
10. CANNOT BE RENEWED REPEATEDLY IF LOST.
11. IF CARRIED, CAN BE LAID ASIDE AGAIN AFTER DEBATE
BEGINS.

RECONSIDER A MOTION

PURPOSE

TO BRING BEFORE THE ASSEMBLY A MOTION WHICH WAS ONCE VOTED UPON, BUT BECAUSE OF NEW INFORMATION, A MEMBER WISHES TO CHANGE HIS VOTE. HE, TOO, FEELS THAT SOME OTHER MEMBERS SHOULD LIKE TO CHANGE THEIR VOTES ALSO.

WHEN A MOTION CAN BE RECONSIDERED

A MOTION TO RECONSIDER MAY BE RECONSIDERED LATER DURING THE CURRENT MEETING, OR IT MAY BE RECONSIDERED AT THE SUCCEEDING ASSEMBLY. THIS ACTION APPLIES TO THE VOTE ON EVERY QUESTION, EXCEPT A MOTION TO ADJOURN, A MOTION TO SUSPEND THE RULES, OR A MOTION ON AN AFFIRMATIVE -VOTE TO LAY ON THE TABLE OR TO TAKE FROM THE TABLE.

RESTRICTIONS AND RULES

1. CAN ONLY BE BROUGHT UP BY A MEMBER OF THE WINNING SIDE.
2. REQUIRES A SECOND WHICH CAN BE MADE BY ANY SIDE.
3. IS DEBATABLE ONLY IF THE ORIGINAL MOTION IS DEBATABLE.
4. IS NOT AMENDABLE.
5. REQUIRES A MAJORITY VOTE.
6. CANNOT BE RECONSIDERED.

PARLIAMENTARY PROCEDURE

Kind of Action	Is it in order when someone has the floor?	Does it require a second?	Is it debatable?	Can it be amended?	Is a vote required?	What majority vote is needed?
Privileged						
To call for the order of business	Yes	No	No	No	No	---
To adjourn	No	Yes	No	No	Yes	Majority
To take a recess	No	Yes	No	Yes	Yes	Majority
Subsidiary						
To lay a motion on the table	No	Yes	No	No	Yes	Majority
To move the previous question, close debate	No	Yes	No	No	Yes	Two-thirds
To postpone a motion:						
--to a definite time	No	Yes	Yes	Yes	Yes	Majority
--indefinitely	No	Yes	Yes	No	Yes	Majority
To refer a motion to a committee	No	Yes	Yes	Yes	Yes	Majority
To amend a main motion, amendment, or amendment to the amendment	No	Yes	Yes	Yes	Yes	Majority
To reconsider a motion	No	Yes	Yes, if original motion debatable	No	Yes	Majority
To appeal decision of the chair	Yes	Yes	Yes	No	Yes	Majority

LEADERSHIP

SESSION 11

OBJECTIVES

1. The student will be able to demonstrate their ability to conduct a business meeting utilizing correct parliamentary procedures.

ACTIVITIES

- A. DECA - Parliamentary Procedures contest.
- B. Handout.
- C. Evaluation.

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THE PARLIAMENTARY PROCEDURES CONTEST

Purpose:

To demonstrate the chairman's ability to conduct a business meeting in a democratic manner and allow members of the team to participate in the meeting using correct parliamentary procedure techniques.

Specifications:

Each club is authorized one team and a team shall consist of not less than four members, nor more than eight members.

The secretary will record the proceedings of the contest meeting and submit them to the judges within one hour after the team finishes the contest. The secretary may not receive assistance from anyone in the preparation of the minutes. Team members are to be excluded from the typing room. The minutes can be typed or written in eligible handwritten form. If typewriters are needed they must be provided by each chapter team.

Each team will be limited to the maximum of 15 minutes during the contest. An additional 5 minutes will be allowed for each team for questions by the judges. These questions will be directed to the chairman who may answer them or direct other team members to do so. Questions of the judges will have reference to parliamentary procedure and may not necessarily be related to the abilities displayed during the contest. Judges will ask the same questions of each team.

Each team will be given an assignment sheet containing three subjects, each subject to be used to demonstrate a variety of abilities in parliamentary procedure. This becomes the order of business for each group. Each team will be allowed a preparation period of 15 minutes immediately preceding their appearance for the contest.

The team will be expected to carry on the meeting according to correct parliamentary procedure beginning with the call to order. You may assume that after the call to order that the secretary will read the first item of business from the assignment sheet and you may proceed directly with the skills you are asked to demonstrate during the preparation period. Remember, if everyone agrees in the group, parliamentary procedure is not necessary.

Robert's Rules of Order, Revised will be the authority for this contest. Each member of the team may have one 3 x 5 note card during presentation but may not refer to the authority during the presentation.

Samples of subject and abilities would be as follows:

<u>Subjects</u>	<u>Abilities</u>
1. Employer-Employee Banquet	To make and act on a main motion.
2. State Convention Planning	To present and act on a resolution. To make an act on a motion to prefer to a committee.
3. Money-making Project	To make and act on a main motion. Amend motion before acting on the motion.

Entries:

Post Secondary: Each chapter will be limited to one team

Open observation for all.

Things to check - A complete order of business.

1. Secretary Minutes
Treasurer's Report
Committee Reports etc.

2. How to dispense from these reports.

Judge's Rating Sheet
THE PARLIAMENTARY PROCEDURES CONTEST

TEAM NUMBER _____ FINAL PLACE _____

SCHOOL NAME _____ City _____

DIRECTIONS: Judge #1 score only items 1, 2, 3
 Judge #2 score only item 4
 Judge #3 score only items 5, 6

Two (2) points will be deducted for each minute or fraction of a minute in excess of fifteen.

	POOR	FAIR	GOOD	EXCELLENT	JUDGE'S SCORE
1. Chairman's presiding ability	0-1-2	3-4-5	6-7-8	9-10	_____
2. Secretary's participating ability - minutes of contest meeting	0-1	2-3	4	5	_____
3. Clarity of business transactions	2-3-4	6-7-8	10-11-12	13-14-15	_____
4. Correctness of all transactions	5-7-9	11-13-15	21-23-25	27-28-30	_____
5. General participation by members	2-3-4	6-7-8	10-11-12	13-14-15	_____
6. Power of expression - voice, stage presence, and appearance	2-3-4	6-7-8	10-11-12	13-14-15	_____

TOTAL POINTS _____

POINTS FOR RESPONSE TO JUDGES QUESTIONS: _____ Time _____

(each judge is requested to score own questions only, 10 points per judge - 30 points maximum) _____ Deductions _____

Question
Points _____

137

TOTAL TEAM POINTS _____

LEADERSHIP

SESSION 12

OBJECTIVES

1. The student will have an understanding of the purpose and the major points in a Constitution.
2. The student will understand the rules in changing a Constitution.
3. The student will have an understanding of the Bylaws of a Constitution and the procedure for changing Bylaws.

ACTIVITIES

- A. Handouts.

WISCONSIN DISTRIBUTIVE EDUCATION ASSOCIATION
Affiliated with Distributive Education Clubs of America
Sponsored by
WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Madison, Wisconsin

CONSTITUTION OF WISCONSIN DISTRIBUTIVE EDUCATION ASSOCIATION

Article I - Name

Section 1. The name of the organization will be the Wisconsin Distributive Education Association. The letters WDEA may be officially used to designate the association, its chapters, and members.

Article II - Purpose

Section 1. This association is an organization of students enrolled in post high school distributive education programs functioning through local clubs of the Wisconsin Schools of Vocational, Technical and Adult Education. It serves the welfare of its members in the following ways:

1. By assisting local chapter of Wisconsin Distributive Education Association in their growth and development in DECA.
2. To uphold the purpose of Distributive Clubs of America which are:
 - a. To develop leadership in the field of distribution.
 - b. To develop a sense of individual responsibility.
 - c. To provide opportunities for intelligent career choice in distribution.
 - d. To allow practical application of Marketing and Distributive Education through competition.
 - e. To encourage use of ethical practices in business.
 - f. To allow opportunity to appreciate and implement the unenforceable obligations of citizenship.
 - g. To provide for mental and physical health through satisfactory social and recreational activities.
 - h. To engender a healthy respect for education.

1. To create and nurture an understanding of our free, competitive enterprise system.
- j. To develop an appreciation of civic and social obligations of those engaged in distribution.
3. To coordinate national, state, and local activities in the best interest of WDEA members.

Article III - Organization

Section 1. The Wisconsin Distributive Education Association is an association of local distributive education chapters of the State of Wisconsin.

Section 2. The over-all administrative organization shall be composed of the Board of Governors which shall be responsible for the general administration of The Wisconsin Association of The Distributive Education Clubs of America.

- a. The Board of Governors will consist of three members. One student will represent distributive education clubs. The second will be the State Advisor and the third, a representative of the Distributive Education Chapter Advisor who is actively engaged and interested in WDEA activities. The student member shall be the elected president of WDEA.
- b. The Board of Governors shall be elected to a term of one year.

Section 3. The Board of Governors shall be empowered to operate through the executive council, its officers, and such committees as the committee on publications, the membership committee, the State Leadership Conference committee, the public relations committee and other committees that the Board from time to time shall deem wise to create.

- a. The voting membership of the executive council shall be the president, the vice-president and the secretary-treasurer of the Wisconsin Association of the Distributive Education Clubs of America. The chairmen of the committee on publications, public relations, membership and conventions shall be ex-officio, non-voting members of the executive council.
- b. The executive council with the approval of the Board of Governors shall be empowered to call special meetings and approve and carry out the responsibilities assigned them by the Board of Governors and this constitution.

Section 4. The chapter advisor of the committee chairman shall automatically become advisor to that committee.

Section 5. A charter shall be issued to local DECA clubs by the executive council of The Wisconsin Association of the Distributive Education Clubs of America.

Article IV - Membership

Section 1. The Wisconsin Association will consist of the chapters located within the state, and each chapter will consist of individual student members.

Section 2. WDEA will recognize individual memberships only through a local chapter. Individual memberships of State Associations' Local Chapters will be recognized as Active Members, or Affiliated Members, Associate, Professional or Honorary Life Members.

Active Members shall be students enrolled in a full-time Post High School program of Distributive Education as approved by the Wisconsin Board of Vocational, Technical and Adult Education. An Active Member must pay dues as established by WDEA, and will be eligible to hold state office, participate in state contests, serve as a Voting Delegate or to otherwise represent his chapter in WDEA affairs as approved by his State Association.

Affiliated Members

Associate Members shall be students enrolled in a post high school preparatory class which is considered a part of the Distributive Education program as approved by the Wisconsin Board of Vocational, Technical and Adult Education. Associate members will pay dues as established by WDEA, but will be ineligible to hold state or national office, to participate in national contests, or to serve as state or national Voting Delegates.

Professional Members - Professional membership may be extended to persons associated with or participating in the professional development of WDEA. Such members may include Teacher Coordinators, Teacher-Educators, and DE supervisors; persons enrolled in DE Pre-Service Teacher-Education programs; employers and/or training station sponsors of DE students; advisory committee members, and others willing to contribute to WDEA growth and development. Professional members will pay dues as established by WDEA, but will be ineligible to serve as state Voting Delegates, hold state office or otherwise represent the Wisconsin Distributive Education Association in National DECA.

Honorary Life Members - State Honorary Life Membership may be extended to any individual making a contribution to the field of marketing and distribution, or to WDEA, by approval of the Executive Council and the state advisor.

Article V - Voting

Section 1. Local chapters shall exercise their voting privileges through state Voting Delegates at the State Leadership Conference. Each chapter will be allowed one Voting Delegate, plus one additional Voting Delegate for each ten active members or major fraction thereof. Each Voting Delegate will be entitled to one vote.

Article VI - Meetings

Section 1. A State Leadership Conference shall be held each year, with the time and place to be selected by the Executive Council with approval by the state advisor. This State Leadership Conference shall be the official annual meeting of WDEA.

Section 2. Parliamentary procedure of all meetings will be governed by Robert's Rules of Order, Revised.

Section 3. The Executive Council with the approval of the state advisor shall be empowered to call special meetings.

Article VII - Officers

Section 1. Officers for this association shall be elected by majority vote of the Voting Delegates of each chapter at the State Leadership Conference of WDEA, and shall consist of a President, Vice-President, Secretary-Treasurer, Parliamentarian, and Historian, the group collectively to be known as the Executive Council for WDEA. In addition to the executive council, four regional vice-presidents shall be elected at the annual Regional Banquet by a majority vote of the chapter voting delegates of their respective regions.

Section 2. Officers elected at the State Leadership Conference shall be President, Vice-President, Secretary-Treasurer, Parliamentarian, and Historian, and they will continue to hold office until the close of the next State Leadership Conference. The Regional Vice-Presidents shall be elected at the annual Regional Banquet and will continue to hold office until the next annual Regional Banquet.

Article VIII - Advisors

Section 1. The Teacher-Coordinator of Distributive Education at each school with a chapter affiliated with WDEA will be responsible for the chapter in accordance with this constitution.

NATIONAL CONSTITUTION AND BY-LAWS

This revised National Constitution and Bylaws of the Distributive Education Clubs of America was approved by the Voting Delegates of the State Associations on April 23, 1970 (High School Division National Leadership Conference) and May 3, 1970 (Junior Collegiate Division National Leadership Conference) in Minneapolis, Minnesota.

ARTICLE I - NAME & PURPOSE

Section 1. The official name of this organization shall be "Distributive Education Clubs of America" and may be referred to as "DECA."

Section 2. The purposes of this organization are (1) to assist Chartered Associations of DECA in their growth and development; (2) to complement and enrich the development of occupational competence necessary for careers in marketing and distribution; and (3) to promote understanding and appreciation for the responsibilities of citizenship in our private competitive enterprise system.

ARTICLE II - ORGANIZATION

Section 1. The Distributive Education Clubs of America is an organization of Chartered Associations, each operating in accordance with a Charter granted by DECA, Incorporated.

Section 2. Each Chartered Association of DECA will be responsible for all operational activities within that state, territory or equivalent geographic unit.

Section 3. The administration of all National DECA interests will be vested in the Board of Directors of DECA, Incorporated.

Section 4. DECA will be composed of five Divisions: (1) a High School Division, (2) a Junior Collegiate Division, (3) a Collegiate Division, (4) an Alumni Division, and (5) a Professional Division. Each Division may have an Executive Council of Officers to be elected annually by the Voting Delegates of that Division, and may make recommendations to the Board of Directors with respect to the welfare of that Division in the best interest of DECA.

ARTICLE III - MEMBERSHIP

Section 1. The members of DECA, Incorporated shall be the Chartered Associations. An Association will consist of DECA Chapters located within a state, territory or equivalent geographic unit. Each Chapter will consist of individual members as described in the Bylaws of that Division.

Section 2. The Association of any state, territory or equivalent geographic unit may be chartered as a member of DECA, Incorporated, upon approval of the Board of Directors of DECA, Incorporated.

ARTICLE IV - VOTING

Section 1. Member Associations shall exercise their voting privileges through Voting Delegates at the annual meeting of each respective Division of DECA. Apportionment of the number of Voting Delegates will be determined annually as described in the Bylaws of each Division. Voting Delegates will be entitled to individual vote, as described in the Bylaws of that Division.

ARTICLE V - MEETINGS

Section 1. A National Leadership Conference for annual meetings of each Division may be held each year with the time and place to be designated by the Board of Directors of DECA, Incorporated.

Section 2. Parliamentary procedure for all meetings of DECA shall be governed by Robert's Rules of Order Revised.

ARTICLE VI - NATIONAL OFFICERS

Section 1. Officers for each Division of DECA shall be elected by a majority vote of the Voting Delegates at the National Leadership Conference of that Division and may consist of a President, a Vice President, a Secretary-Treasurer, and other necessary officers, as described in the Bylaws of each Division. Duties of each officer will be as described in the Bylaws of that Division.

Section 2. Individuals elected as National Officers at one annual meeting will hold office until the close of the next annual meeting. No individual may hold a National Office in more than one Division of DECA at the same time.

ARTICLE VII - ADVISORS

Section 1. The Head Supervisor of Distributive Education or his Appointed Representative of any Chartered Association affiliated with DECA, Incorporated will be responsible for that Association as described in the Articles of Incorporation of DECA, Incorporated.

Section 2. Advisory groups to assist DECA growth and development may be appointed as deemed necessary by the Board of Directors.

ARTICLE VIII - FINANCES

Section 1. Chartered Associations will be responsible for national dues according to the number of individual members claimed in each membership division, times the amount of dues established for that membership classification as described in the Bylaws.

Section 2. The Board of Directors of DECA, Incorporated will manage all DECA finances and will furnish an annual audit to each Chartered Association.

ARTICLE IX - EMBLEM AND COLORS

Section 1. The emblem of DECA shall be a diamond-shaped design as described and protected from infringement by Trade Mark Numbers 652,076 and 663,265, as filed with the Patent Office of the United States Department of Commerce. The wearing and use of this emblem as it applies to each Division of DECA will be governed through each Chartered Association under policy established by the Board of Directors.

Section 2. The colors of DECA shall be blue and gold.

ARTICLE X - AMENDMENTS

Section 1. To amend this constitution, a proposed amendment must be submitted in writing by the Chartered Association proposing the amendment to all Chartered Associations and to the President of DECA, Inc., at least sixty (60) days prior to a Division's annual meeting. The proposed amendment must then be considered and approved for ratification by a three-fourths majority of the Voting Delegates present at that Division's annual meeting. Within sixty days after the annual meeting, all Chartered Associations must be notified by the President of DECA, Inc., of the amendment, or amendments, approved for ratification. The amendment, or amendments, approved for ratification must then be ratified by written ballot to the President of DECA, Inc., by a two-thirds majority vote of all Chartered Associations no later than ten days prior to the next annual meeting. Any amendment, or amendments, receiving the two-thirds majority approval at any time within the time prescribed will be in effect immediately and will be made known to all Chartered Associations by the President of DECA, Inc.

Section 2. Each Chartered Association will have one vote for the purpose or ratification of an amendment, or amendments.

Section 3. Any Chartered Association not responding with a written ballot within the prescribed time will be considered as casting a negative vote.

HIGH SCHOOL DIVISION BYLAWS

HS - BYLAWS I - NAME

Section 1. The official name of this Division shall be the High School Division of DECA.

HS - BYLAW II - MEMBERSHIP

Section 1. DECA will recognize individual membership in the High School Division only through a Chartered Association and its local Chapters. Each Chartered Association will consist of all DECA Chapters located within that state, territory, or equivalent geographic unit. Each High School DECA Chapter shall consist of individual members

Section 2. Membership eligibility will be governed by each Chartered Association. Individual members shall be recognized as Active Members or Honorary Life Members.

Section 3. Active Members shall be students enrolled in high school programs of Distributive Education. An Active Member shall pay dues as established by the High School Division, and may be declared eligible to hold a national office, to participate in National Competitive Events or projects, to serve as a National Voting Delegate or to otherwise represent his Association in National DECA affairs as may be approved by his Association.

Section 4. Honorary Life Members may be individuals who have made or are making contributions to the field of marketing or distribution, or to DECA, as may be approved by the Board of Directors of DECA, Incorporated, and shall be exempt from annual dues.

Section 5. Annual membership dues shall be one dollar per member and the membership year shall be July 1 to June 30 inclusive.

HS - BYLAWS III - VOTING DELEGATES

Section 1. The High School Division of DECA will exercise its membership voting privilege through Voting Delegates. Two (2) Voting Delegates will be allowed each Chartered Association. Three hundred (300) additional Voting Delegates will be apportioned to Chartered Associations according to their membership as a percent of the total DECA membership in this Division.

Section 2. Sixty (60) days prior to the annual meeting of this Division the determination of the apportionment of the additional Voting Delegates will be made according to reported membership.

Section 3. Voting Delegates will be entitled to individual vote.

HS - BYLAW IV - NATIONAL OFFICERS

Section 1. Only Active Members of the High School Division will be eligible for national office in this Division. To be eligible, a candidate must have a scholastic average of 2.5 or higher, an "A" letter grade being equivalent to 4.0 for each of the previous two completed semesters of school prior to the National Leadership Conference; must attain the score necessary for the office desired on the approved Parliamentary Procedure Examination and on the DECA Information Examination; must be holding or have held an elective Chartered Association office, which may include a Regional, Area, or District Office as may be identified within that Chartered Association, or a local Chapter Office; and must submit the approved application for candidates for office through a Chartered Association.

Section 2. Upon confirmation of the requirements identified in Section 1 and following a personal interview with each candidate, and after considering all other information then available, the Nominating Committee will submit to the Voting Delegates a slate of not more than three candidates for each office.

Section 3. Any candidate declared eligible for national office by the Nominating Committee, whose name is not included on the slate of candidates, may be nominated from the floor by any Voting Delegate and shall be allowed time to address the delegates equivalent to the time allowed any other candidate for that office.

Section 4. National Officers of the High School Division of DECA shall consist of a President, a Vice President, a Secretary-Treasurer and four Regional Vice Presidents; and will be known collectively as the Executive Council of the High School Division. It shall be the duty of the Executive Council to plan for the welfare of the Division, to represent, and to act for this Division as occasions may demand.

Section 5. No individual may succeed himself as an officer and no individual may serve as an officer for more than one term in this Division.

Section 6. The Executive Council may fill by appointment any vacancy occurring in the National Officers for the unexpired term, except the office of President, which shall be filled by the Vice President.

HS - BYLAWS V - DUTIES OF NATIONAL OFFICERS

Section 1. PRESIDENT: It shall be the duty of the President of the High School Division to preside at all meetings of this Division; to make all necessary committee appointments including the designation of committee chairmen; to develop with his Executive Council a Program of Work for his term of office; and to make himself available as necessary, in promoting the general welfare of DECA.

Section 2. VICE PRESIDENT: It shall be the duty of the Vice President to serve this Division in any capacity as directed by the President; to accept the responsibilities of the President as occasion may demand; and to make himself available, as necessary, in promoting the general welfare of DECA.

Section 3. SECRETARY-TREASURER: It shall be the duty of the Secretary-Treasurer to serve this Division in any capacity as directed by the President; to record the proceedings of all meetings of the Division and meetings of the Executive Council, to accumulate the minutes and/or membership reports necessary; and to make himself available, as necessary, in promoting the general welfare of DECA. All such records pertaining to his Division are to be filed with DECA Headquarters within sixty (60) days following their presentation.

Section 4. REGIONAL VICE PRESIDENT: It shall be the duty of each Regional Vice President to serve this Division in any capacity as directed by the President; to promote the growth and development of DECA within his region in accordance with the Program of Work during his term of office; and to make himself available, as necessary, in promoting the general welfare of DECA.

HS - BYLAWS VI - AMENDMENTS

Section 1. To amend these Bylaws, the proposed amendment must be presented in writing by the Chartered Association proposing the amendment to all Chartered Associations of DECA and the Division President at least ninety (90) days prior to the National Leadership Conference. The President must then present the proposed amendment, together with the actions recommended by this Executive Council, to the Board of Directors of DECA, Incorporated. If approved by the Board of Directors, the proposed amendment will be presented at the next scheduled annual business meeting of this Division, and may be adopted by two-thirds majority approval of the Voting Delegates present at this Division meeting. If adopted, the amendment will take effect upon the adjournment of the National Leadership Conference in which approval is granted.

JUNIOR COLLEGIATE DIVISION BYLAWS

JC - BYLAW I - NAME

Section 1. The official name of this Division shall be the Junior Collegiate Division of DECA.

JC - BYLAW II - MEMBERSHIP

Section 1. DECA will recognize individual membership in the Junior Collegiate Division only through Chartered Association and its local Chapters. Each Chartered Association will consist of all DECA Chapters located within the state, territory or equivalent geographic unit. Each Junior Collegiate Chapter of DECA shall consist of individual members.

Section 2. Membership eligibility will be governed by each Chartered Association. Individual members shall be recognized as Active Members or Honorary Life Members.

Section 3. Active Members shall be Distributive Education students enrolled in less than baccalaureate degree programs. An Active Member must pay dues as established by the Junior Collegiate Division, and may be declared eligible to hold a national office, to participate in national competitive events or projects, to serve as a National Voting Delegate or to otherwise represent his Association in National DECA affairs as may be approved by his Association.

Section 4. Honorary Life Members may be individuals of marketing or distribution, or to DECA, as may be approved by the Board of Directors of DECA, Incorporated, and shall be exempt from annual dues.

Section 5. Annual membership dues shall be one dollar per member and the membership year shall be August 1 to July 31 inclusive.

JC - BYLAWS III - VOTING DELEGATES

Section 1. The Junior Collegiate Division of DECA will exercise its membership voting privileges through Voting Delegates. One (1) Voting Delegate will be allowed each Chartered Association. One hundred (100) additional Voting Delegates will be apportioned to Chartered Associations according to their membership as a percent of the total DECA membership in this Division.

Section 2. Sixty (60) days prior to the annual meeting of this Division the determination of the apportionment of the additional Voting Delegates will be made according to reported membership.

Section 3. Voting Delegates will be entitled to individual vote.

JC - BYLAWS IV - NATIONAL OFFICERS

Section 1. Only Active Members of the Junior Collegiate Division will be eligible for national office in this Division. To be eligible, a candidate must have a scholastic average of 2.5 or higher, an "A" letter grade being equivalent to 4.0 for each of the previous two completed semesters of school prior to the National Leadership Conference; must attain the score necessary for the office desired on the approved Parliamentary Procedure Examination and on the DECA Information Examination; must be holding or have held an elective Chartered Association or local Chapter office; and must submit the approved application for candidates for office through a Chartered Association.

Section 2. Upon confirmation of the requirements identified in Section 1, and following a personal interview with each candidate, and after considering all other information then available, the Nominating Committee will submit to the Voting Delegates a slate of not more than three candidates for each office.

Section 3. Any candidate declared eligible for national office by the Nominating Committee, whose name is not included on the slate of candidates may be nominated from the floor by any Voting Delegate and shall be allowed time to address the delegates equivalent to the time allowed any other candidate for that office.

Section 4. National Officers of the Junior Collegiate Division of DECA shall consist of a President, Vice President, a Secretary-Treasurer and four Regional Vice Presidents, and will be known collectively as the Executive Council of the Junior Collegiate Division. It shall be the duty of the Executive Council to plan for the welfare, to represent and to act for this Division as occasions may demand.

Section 5. No individual may succeed himself as an officer and no individual may serve as an officer for more than one term in this Division.

Section 6. The Executive Council may fill by appointment any vacancy occurring in the national offices for the unexpired term, except the office of President, which shall be filled by the Vice President.

JC - BYLAWS V - DUTIES OF NATIONAL OFFICERS

Section 1. PRESIDENT: It shall be the duty of the President of the Junior Collegiate Division to preside at all meetings of this Division; to make all necessary committee appointments including the designation of committee chairmen; to develop with his Executive Council a Program of Work for his term of office; and to make himself available, as necessary in promoting the general welfare of DECA.

Section 2. VICE PRESIDENT: It shall be the duty of the Vice President to serve this Division in any capacity as directed by the President; to accept the responsibilities of the President as occasion may demand; and to make himself available, as necessary, in promoting the general welfare of DECA.

Section 3. SECRETARY-TREASURER: It shall be the duty of the Secretary-Treasurer to serve this Division in any capacity as directed by the President; to record the proceedings of all meetings of the Division and meetings of the Executive Council; to accumulate the minutes and/or proceedings of all committee meetings; to present any financial and/or membership reports necessary; and to make himself available, as necessary, in promoting the general welfare of DECA. All such records pertaining to his Division are to be filed with DECA Headquarters within sixty (60) days following their presentation.

Section 4. REGIONAL VICE PRESIDENT: It shall be the duty of each Regional Vice President to serve his Division in any capacity as directed by the President, to promote the growth and development of DECA within his region in accordance with the Program of Work during his term of office, and to make himself available as necessary, in promoting the general welfare of DECA.

JC - BYLAWS - AMENDMENTS

Section 1. To amend these Bylaws, the proposed amendment must be presented in writing by the Chartered Association proposing the amendment to all Chartered Associations of DECA and the Division President at least ninety (90) days prior to the National Leadership Conference. The President must then present the proposed amendment, together with the actions recommended by this Executive Council, to the Board of Directors of DECA, Incorporated. If approved by the Board of Directors, the proposed amendment will be presented at the next scheduled annual business meeting of this Division, and may be adopted by a two-thirds majority approval of the Voting Delegates present. If adopted, the amendment will take effect upon the adjournment of the National Leadership Conference at which the amendment is approved.

LEADERSHIP

SESSION 13

OBJECTIVES

1. The students will review and have an understanding of the National DECA Constitution, the WDEA Constitution and the local Constitution.

ACTIVITIES

- A. Present at least one recommended change of the local constitution in writing and orally at a general membership meeting or classroom.

LEADERSHIP

SESSION 14 & 15

OBJECTIVES

1. The student will have a knowledge of a conference and the importance of conferences to an organization.
2. The student will be aware of the considerations in planning a conference and the preparation of an agenda.
3. The student will be able to administer the registration fees and plan additional tours and activities during a conference.
4. The student will be able to prepare a follow-up report of the conference.

ACTIVITIES

- A. Case study (planning of a conference.)
- B. Preparation of an agenda.
- C. Plan and organize a conference (ex. Regional DECA banquet, State High School Regional Conference, State DECA CDC.).
- D. Discussion (using last year's agenda, what types of committees are required to insure these functions are carried out for a successful conference.

LEADERSHIP

SESSION 16

OBJECTIVES

1. The student will have an understanding of the importance of individual involvement in a conference.
2. The students will understand the organization of a local chapter to attend a State of National Conference.

ACTIVITIES

- A. Coordinate all efforts for the chapter to attend the State DECA conference.
- B. Publicize to members.
- C. Method of collecting funds.
- D. Assign responsibilities.

PROFESSIONAL INTERACTION

Course Outline

SESSION

1. ORIENTATION TO COURSE
2. PERSONAL COMMUNICATION (ONE TO ONE)
3. GROUP INTERACTION
- 4.-5. PRESENT INFORMATION TO A GROUP
- 6.-7. WRITTEN COMMUNICATION
- 8.-9. PERSONALITY
10. INTRODUCTIONS
11. COURTESIES WITH OTHERS
12. PROPER MANNERS
13. PERSONAL GROOMING
14. APPROPRIATE WARDROBE
15. PHYSICAL FITNESS
- 16.-17. PLAN A SOCIAL FUNCTION AND FOLLOW-UP

PROFESSIONAL INTERACTION

SESSION 2

Personal Communications

OBJECTIVES

1. The student will be able to communicate verbally in a one to one situation.
2. The student will learn to initiate, conduct and terminate a business telephone conversation.

ACTIVITIES

- A. Start a conversation with peers.
- B. Listen to and respond to a conversation.
- C. Give instruction.
- D. Make a request.
- E. Role playing (Teletrainer).
- F. Training film from the telephone company.

PROFESSIONAL INTERACTION

SESSION 3

Group Interaction

OBJECTIVES

1. Communicate verbally in a group discussion on a given subject.
2. Listen and respond during a group discussion.

ACTIVITIES

- A. Small group discussion on a given subject.
- B. Large group discussion on a given topic (ex. discussion on competitive event).

PROFESSIONAL INTERACTION

SESSION 4 & 5

Presenting Information To A Group

OBJECTIVES

1. Gather, organize and present information and ideas to a group.

ACTIVITIES

- A. Develop presentation outline.
- B. Make a presentation to a class (ex. Organization Recruitment).
- C. Participate in a competitive event and give an oral presentation.
- D. Participate in radio or other media presentation.
- E. Speak to a business organization (Chamber of Commerce, Rotary, etc.) about your organization.

PROFESSIONAL INTERACTION

SESSION 6 & 7

Written Communications

OBJECTIVES

1. Organize thoughts in a logical sequence.
2. Present thoughts in a written form.
3. Learn to handle correspondence.

ACTIVITIES

- A. Write an invitation.
- B. Write a thank you note.
- C. Present a committee report in written form.
- D. Write a news article for the newspaper or the DECA Distributor.
- E. Prepare a radio script on a chapter activity.
- F. Write a letter to a businessman, Senator or Congressman about DECA or areas of concern to vocational education.

PROFESSIONAL INTERACTION

SESSION 8 & 9

Personality

OBJECTIVES

1. The student will recognize his own personality.
2. An identification of the type of personality required in the student's future occupation will be made.

ACTIVITIES

- A. Personality test.
- B. Film: "Your Personality is Showing."
- C. Role playing of various types.
- D. Guest Speaker (Occupationally oriented).
- E. Personality analysis of others.
- F. Analyze yourself and compare to someone else's analysis of you.

PROFESSIONAL INTERACTION

SESSION 10

Introductions

OBJECTIVES

1. The student will be competent in making introductions with a variety of circumstances.

ACTIVITIES

- A. Introduce yourself to another person.
- B. Introduce an older person to a younger person.
- C. Introduce a person of higher position to another person.
- D. Introduce a lady to a gentleman.
- E. Introduce a person or speaker to a group.
- F. Introduce yourself to a group.

NOTE: All of these activities can be accomplished through role playing, simulation, or at the State DECA CDC by introducing people.

PROFESSIONAL INTERACTION

SESSION 11

Courtesies With Others

OBJECTIVES

1. Write letters of sympathy, congratulations, and thank you.
2. Properly address a person and use appropriate language.
3. Respect the rights and property of others.
4. Assist individuals in seating, passing through doors, and with their coats.

ACTIVITIES

- A. Write letters to employers and people who provide support and assistance.
- B. Use the buddy system in helping other members.
- C. Rotate a sunshine or welfare committee by week or month to write letters in objective 1.

PROFESSIONAL INTERACTIONS

SESSION 12

Proper Table Manners

OBJECTIVES

1. Use accepted procedures of seating guests and self.
2. Sit properly at table.
3. Use tableware in an accepted manner.
4. Follow acceptable table etiquette.
5. Properly order and select a meal from the menu.
6. Learn methods of paying check and tipping.
7. Proper seating the head table.

ACTIVITIES

- A. Demonstration on table manners.
- B. Practice in simulated situations.
- C. Participate in social activity which proper etiquette can be practiced.
- D. Practice at the State DECA CDC.

PROFESSIONAL INTERACTION

SESSION 13

Personal Grooming

OBJECTIVES

1. Personal hygiene that will facilitate acceptance by others will be familiar to all students.
2. Know acceptance hair styles and how to care for hair.
3. The students will understand the proper use of make up.

ACTIVITIES

- A. Practice the principle.
- B. Guest speaker on hair styles and care.
- C. Demonstration of make up.

PROFESSIONAL INTERACTION

SESSION 14

Appropriate Wardrobe

OBJECTIVES

1. The student will have an understanding of the appropriate wardrobe required for the occupation.
2. A knowledge of the various fabrics and quality of clothing.
3. A knowledge of clothing to be worn on all occasions.

ACTIVITIES

- A. Guest speaker from a clothing store (HOW TO BUILD YOUR WARDROBE).
- B. A report on trends in clothing.
- C. Professional dress day.

PROFESSIONAL INTERACTION

SESSION 15

Physical Fitness

OBJECTIVES

1. An understanding of the importance of physical fitness.
2. Begin a daily exercise program to follow.
3. Proper diet and work.

ACTIVITIES

- A. Small group discussion.
- B. Demonstration of exercises.
- C. Report on the exercise program that each will follow.

PROFESSIONAL INTERACTION

SESSION 16 & 17

Planning A Social Function And Follow-UP

OBJECTIVES

1. The student will know how to organize a social function.
2. Make appropriate arrangements for the social function.
3. The importance of a follow-up with committee members and arrangements that have been made.

ACTIVITIES

- A. Plan, organize and execute a chapter social function (ex. DECA awards banquet, installation of officers, etc.).

CAREER DEVELOPMENT

Course Outline

SESSION

1. ORIENTATION TO COURSE
2. SUCCESS--HOW TO GET THERE
3. DEVELOPMENT OF ATTITUDES
- 4.-6. CAREER OPPORTUNITIES
- 7.-9. DEVELOP A CAREER DAY PROGRAM
10. PERSONAL GOALS
11. CAREER OBJECTIVES
12. CHAPTER FINANCIAL MANAGEMENT
13. MANAGEMENT PLAN TO FUND RAISING
14. CHOOSE A FUND RAISING ITEM (OCCUPATION ORIENTED)
15. DEVELOPMENT OF THE PROJECT
16. FOLLOW-UP AND EVALUATION OF THE PROJECT

CAREER DEVELOPMENT

SESSION 2

Success--How To Get There

OBJECTIVES

1. The student will analyze the basic reasons why people achieve success.
2. The student will recognize the definition of success.

ACTIVITIES

- A. Read the script "Green Pastures" and discuss the important issues.
- B. Read the script "You In Review" and complete the worksheet.
- C. Interview successful people and analyze why they were successful.

ALTERNATE READING

- D. THINK & GROW RICH by Napoleon Hill.
- E. SUCCESS THROUGH A POSITIVE MENTAL ATTITUDE by Napoleon Hill & W. Clement Stone.
- F. THE POWER OF POSITIVE THINKING by Norman V. Peale.
- G. Earl Nightingale Material.

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WAUKESHA COUNTY TECHNICAL INSTITUTE
BUSINESS CAREER DEVELOPMENT

MESSAGE NUMBER 2
GREENER PASTURES

Script #1

Opportunities are everywhere about you.

Did you know that you are, at this very instant, right in the middle of "acres of diamonds"? This message tells you how to recognize and capitalize on the opportunities in your everyday surroundings. "Greener Pastures" could prove to be a turning point in your life, as it has in the lives of literally thousands.

NOTES

Back in the year 1842, a man was born who, during his lifetime, was to have a profound effect on literally millions of people. His name was Russell Herman Conwell. He became a lawyer, then a newspaper editor and finally a clergyman in 1881. It was during this latter period that an incident occurred which was to change his life and the lives of countless others.

One day a group of boys came to Dr. Conwell at his church and asked him if he would be willing to instruct them in college courses. They wanted a college education, but lacked the money to attend. He told them he would do all he could and as the boys left, a thought, an idea began to form in Dr. Conwell's mind. He asked himself, "Why couldn't there be a fine college for poor, but deserving young men?"

Here was a great idea and he went to work on it at once. Almost singlehandedly, Dr. Conwell raised between six and eight million dollars with which he founded the now well-known Temple University of Philadelphia.

He raised the money by giving more than six thousand lectures all over the country, and in each he told a story called "Acres of Diamonds". This was a true story which had affected him very deeply, just as it affected his audience.

It was the account of a farmer who had settled in Africa. This farmer heard the exciting stories of other settlers who had made millions by discovering diamond mines. The farmer could hardly wait to sell his farm and search for diamonds himself. He spent the rest of his life wandering the vast African continent, searching unsuccessfully for the gleaming gems which brought such high prices on the markets of the world. Finally, in a sudden fit of despondency, broke

desperate, as I remember the story, he threw himself into a river and drowned.

During this time, the man who had bought his farm, one day found a large and unusual stone in the stream which cut through the property. The stone turned out to be a great diamond, of enormous value, and he then discovered that the farm was covered with them. It was to become one of the world's richest diamond mines.

The first farmer had owned, literally, acres of diamonds, but had sold them for practically nothing in order to look for them elsewhere. If he had only taken the time and study to know what diamonds look like in their rough state and had first thoroughly explored the land he owned, he would have had the millions he sought, right on his own property.

What so profoundly affected Dr. Conwell, and subsequently thousands of others, was the obvious fact that each of us is, at this moment, standing in the middle of his own acres of diamonds.

If we will only have the wisdom and patience to intelligently and effectively explore the work in which we are now engaged, we will usually find that it contains the riches we seek, whether they be financial or intangible, or both.

Before we go running off to what we think are greener pastures, let's make sure that our own is not just as green or perhaps even greener. You see, while we're looking at other pastures, other people are looking at ours!

There is nothing more pitiful, to my mind, than the person who wastes his life running from one thing to another, like the first farmer, forever looking for the pot of gold at the end of the rainbow, and never staying with one thing long enough to find it.

For, no matter what your goal may be, the road to it can be found somewhere in the work in which you now find yourself. It wasn't until he was completely paralyzed and forced to reach into the resources of his mind, that a Wisconsin farmer got the idea of producing exceptionally good meat products on his farm and one of the country's largest meat packing companies was born. His farm contained acres of diamonds, too. He had just never seen them before.

An insurance man got the idea of going back to all the people in his files and really working with them, serving them the way they should be served. That year, he wrote an additional seven hundred thousand dollars of insurance, entered the Million Dollar Round Table, and found he no longer had to approach cold prospects. By working with the people he had already sold and on their referrals, he found acres of diamonds right in his file cabinet.

A man out West amassed a fortune with a single small gas station. In the beginning when things were tough, he would ask himself, each morning, "What can I do to increase my service to my customers?" He still asks that questions of himself every morning when he gets up and while he could have retired years ago, a wealthy man, he continues to dominate the business in his area by thinking of new and better ways to be of service.

Do you know what the so-called average man would have done in this last case? He would have been worried about how bad business was, because in the beginning my friend had a hard time just feeding his family. When one day a man would have driven in the station in a big, shiny car, this average man, seeing the wealthy customer, would have said to himself: "I ought to be in his business instead of mine." You see, the average man believes some businesses are better than others, instead of realizing the truth that there are no bad businesses, there are just those people who do not know enough to see the opportunities in the work they're in. Jobs don't have futures; people do. No matter what our work happens to be, it's our business; we're the manager. If we can see no future or opportunity in it, it isn't because it's not there, but only because we can't see it.

One time another farmer poked a tiny pumpkin into an empty one gallon jug. The pumpkin grew until it completely filled the jug and could grow no more. When it was ripe, the farmer broke the glass jug and had a pumpkin which had assumed the jug's exact shape.

In life, each of us does a similar thing. We poke ourselves into jugs of our own selection and we can grow no larger. But let's be mature enough to realize that it is we who do the poking. Not the job, nor the company, nor the territory, nor the economy, nor the times. We do it.

NOTES

We should dispense with limitations and realize there is virtually no limit to our growth and development on the land upon which we now find ourselves, with our roots deep in the soil of a working philosophy of life and our minds and bodies in a climate of freedom.

People who become outstanding at their work are those who have seen their work as an opportunity for growth and development and who have prepared themselves for the opportunities which surround them every day.

It was Matthews who wrote: "Unless a man has trained himself for his chance, the chance will only make him ridiculous. A great occasion is worth to a man exactly what his preparation enables him to make of it."

Preparation is the key. It is becoming so good, so competent at what we are now doing, we'll actually force the opportunities we seek to come our way, as come our way they will.

Imagination, creative imagination, comes from realizing that diamonds don't look like diamonds in their rough state, nor does a pile of iron ore look like iron or steel. Great opportunities lurk, constantly, in every aspect of the work in which we now find ourselves.

In order to begin prospecting your acres of diamonds, start to develop a faculty called intelligent objectivity. That is, we often have to stand off and look at what we do as a stranger might, a stranger who considers our pasture greener than his own.

So, to do this, start at the beginning. Within the framework of what industry or profession does your job fall? Do you know all you can know about your own industry? How did it begin? Who started it and when? What is your industry's annual dollar volume? How fast has it grown during the past twenty years? What is its projected growth during the next ten years? Did you know that many industries will double in size during the next eight to ten years? This takes only a ten percent gain per year.

In short, start now to become a student of your industry. You'll be amazed at the results. In five years or less, you can become a national expert in your field and, remember, it's the experts who write their own tickets in life.

NOTES

Just think of this for a moment: "If you can see no limit to the growth of your industry, doesn't it make sense to realize that there is no limit as to how far you can progress within its framework?"

Surveys indicate that the great majority of people seem to look at their jobs as being as far as they'll go. Why? We should realize how really desperately an expanding and dynamic industry needs and seeks the uncommon person to share in its growth. It will richly reward this person of vision who prepares himself to move up as his industry grows larger.

So, ask yourself this question: "Do I know as much about my job and my industry as a good doctor or lawyer knows about his job within the framework of his profession?"

You should, you know. This is the attitude of the person who wants to become a professional at what he does for a living. It's far more fun, many times more rewarding and interesting, and in this way, a person can ride out the occasional dips in the economic seas in a safe boat built of research and preparation.

In order to become a pro in what seems to be rapidly becoming a world of amateurs, we have three important subjects to study:

One--our company and the industry in which it operates.

Two--our job, and perhaps the next step on that job.

Three--the study of people...since successfully serving and getting along with people will determine our success or failure.

Those are three subjects on which you can gradually build a fine home library. Your book store clerk will help you find the right books if you will tell him what you want to know. Frequently, all you need in order to make an enormous improvement is simply a reminder of things you've known but have forgotten.

Perhaps this study and research on your job, your industry and ways of increasing your service to others sounds like a big job. It is, but in the long run, it pays tremendous dividends, builds complete security and it can be accomplished

NOTES

in an hour a day devoted to reading and making notes in your permanent note book. One book or one article at a time, an hour a day, will find you becoming an expert at your particular job and industry in five years or less. The hours add up, one at a time, like the great stones of a pyramid building a strong and permanent foundation which raises you, a layer at a time, toward the goal you seek.

- * Each morning, as you get ready for work, ask yourself this question: "How can I increase my service today?"

Then, during the hour a day you set aside for study and research, make notes and think about your industry, about your job and company, and about people. You will gradually begin to get better and better ideas for improving your service.

- * Remember these words: NO MAN CAN BECOME RICH, WITHOUT ENRICHING OTHERS. ANYONE WHO ADDS TO PROSPERITY--MUST PROSPER IN TURN.

Think of ways and means by which you can increase your contribution to your company, industry, to those whom you serve. You'll begin to notice a wonderful change in your world, for "as ye sow, so shall ye reap." This applies just as much to a wife and the children as it does to the breadwinner.

The minute you adopt this attitude you have joined the top five percent of the people of the world. You have virtually removed all competition. You are creating, rather than competing. You are affecting life--rather than passively receiving whatever it has to give. You are becoming a contributor, instead of a feeder.

By taking this attitude toward your work, your company, and industry, you are automatically taking care of two vital parts of successful living:

- * One--you'll find yourself becoming more interested and enthusiastic about your work and its future and this interest and enthusiasm is contagious.

And two--you are building financial security which will last a lifetime. Above all, keep

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this thought in mind as often as you can on and off the job. Somewhere, within the work you are now doing, there lurks an opportunity which will bring you everything you could possibly want for yourself and your family. It will not be labeled "opportunity." It will be hidden in common, everyday garments, just as was the hairpin with which a man fashioned the first paper clip, or the dirty drinking glass which triggered the paper cup industry, or the commonplace set of names of old customers which became the fortune of a salesman.

Now, in closing, here are twelve points to remember:

1. If we will develop the wisdom and patience to intelligently and effectively explore the work in which we are now engaged, we will find it contains the riches, tangible and intangible, we seek.
2. Before we go running off to what we think are greener pastures, let's realize our own pasture is unlimited.
3. There are no bad jobs; but it is the way in which we go about our work which makes it good or bad.
4. We poke ourselves into jugs beyond which we cannot grow. Let's remove the limitations we've set upon ourselves.
5. Only preparation can insure our taking advantage of the opportunities which will present themselves in the future; opportunities which are around us now.
6. Put your imagination to work on the many ways and means of improving what you are now doing.
7. Learn all you can about your job; your company and your industry.
8. Since there is no limit to the growth of your industry, it must follow there is similarly no limit to your growth potential within that industry.
9. Our dynamic and growing economy needs and will well reward the uncommon person who seeks a place in this growth.

NOTES

10. Begin to build your library of reference material pertaining to your company, industry, job, and on how to better serve and get along with people.
11. Set aside an hour a day for this study and research.
12. Remember the story of the Acres of Diamonds.

In the next message, I'll tell you of a WORTHY DESTINATION. Until then, remember this, written by McCune--"If a man has any brains at all, let him hold onto his calling, and, in the grand sweep of things, his turn will come at last---."

BUSINESS CAREER DEVELOPMENT

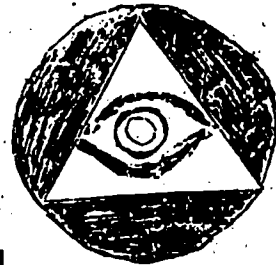
IDEA STIMULATORS (3-1-C)

Activity #2

MESSAGE NO. 2- GREENER PASTURES

NAME _____

1. Have I earnestly applied the message of the previous record, "The Magic Word" to my business and personal affairs during the past thirty days? _____
2. Where should I look for my "Greener Pasture"--my larger opportunity? _____
3. What should I develop in order to begin prospecting my own "Acres of Diamonds"? _____
4. What do I need to know about my company and the industry in which it operates? _____
5. Who are the top men in my field? _____
6. What are the three important subjects I should study? _____
7. How shall I go about achieving expert status? _____
8. How much time will I need to devote to this each day and how long will it take me to become an expert in my field? _____
9. What question should I ask myself each morning? _____
10. How does the story of the farmer who poked a tiny pumpkin into a jug affect me? _____



YOU IN REVIEW

Handout #1

Every person has a certain number of talents--actually far more than he realizes. It's a sad fact that scientific tests show that the average person uses only one-tenth of the talents he possesses.

So the first thing you'll have to do to get out of the "average" class is to develop your talents to the fullest. If you've got an eight cylinder car, it's senseless to run it on only two cylinders, isn't it?

It's the same thing with your talents and abilities.

But just to develop your talents isn't enough. Left to themselves, they can lead you aimlessly-without purpose-or they might pull you in several directions at one time.

What you've got to do is *organize* your talents. Get them lined up-get them working in the same direction-and no power on earth can keep you from success.

Actually it's almost mathematically simple!

Every person on earth has talents in different numbers and to different degrees. You now have-or will develop-a combination of talents completely different than anyone else's.

That's the first side of the equation.

On the other side, every career, every job, every position requires a certain combination of these talents. Reduced to the fundamentals, then, your problem is to match the talents you have-or will develop-to the talent required for the career goal you have in mind.

perhaps this is over-simplifying the important matter of your success.

Try the following simple rating of skills and abilities; it will take you only a few minutes. It should help you to rate yourself on the kind of work you're "cut out" to do.

Your Estimate of Yourself	Very High	High	Average	Very Low
ARTISTIC ABILITY: The ability to draw, paint, sketch or blend.				
CLERICAL ABILITY: The ability to keep neat, accurate records.				
SPEAKING ABILITY: The ability to express ideas clearly and forcefully in an argument, discussion or on a speaker's platform.				
JOURNALISTIC ABILITY: The ability to write stories and articles in an interesting manner.				
LEADERSHIP: The ability to supervise, control, manage, direct or teach.				
MANUAL DEXTERITY: The ability to work with the hands, using small hand tools, or to handle small objects skillfully.				
MATHEMATICAL ABILITY: The ability to use numbers quickly and accurately in computing, figuring and estimating answers.				
MECHANICAL ABILITY: The ability to assemble, repair, operate, maintain machines and appliances.				
PHYSICAL STRENGTH: The ability to do heavy work for long periods, both indoors and out of doors.				
SCHOLASTIC ABILITY: The ability to read, study and learn from demonstrations and lectures.				
SOCIABILITY: The ability to meet and talk to people.				
PERSUASIVE ABILITY: The ability to influence people, to put across an idea, to sell merchandise.				

Look back over your answers. Check particularly the extremes-the abilities you feel you possess to a very high degree, and also those on which you've given yourself a very low rating. You probably notice an interesting pattern developing. For example, you may note that you've rated yourself "very high" in manual dexterity and also in mechanical ability. On the other hand you may have given yourself an "average" or "very low" rating in sociability and in persuasive ability. This gives you general clues as to the type of work in which you would be most successful-and the type of work in which you'd be least successful.

Talent and ability, important as they are, mean very little unless you are genuinely interested in your work. Try the test of "interest" on the next page. Think carefully before you answer. Be completely candid-no one's going to see the results but you.

After you have finished the test of "interests" ask yourself "Do I see any parallels?" Chances are your likes and dislikes coincide with your skills and abilities-your strengths and weaknesses. Your choice of career should be made in those areas that you like the most coupled with your highest skills and abilities.

These tests cover just a small cross-section of interests, skills and abilities. But they're important in that they give you-perhaps for the first time-an honest, objective evaluation of your qualifications.

FOREWORD

Again this year, all Sales Project material is incorporated into one book. This book is your Sales Guide to Sales Project (fund raising) activity which includes proven steps in developing a successful merchandising program, as well as a complete listing of all DECA approved Sales Project Companies and Suppliers. This book will serve as an actual guide and reference for DECA chapters throughout the school year. Each Sales Project Company and Supplier in this edition has been carefully selected and approved by the Distributive Education Clubs of America. They have met stringent guidelines and requirements established by DECA's Board of Directors. These guidelines are intended to insure that each DECA chapter that selects one or more of these companies will receive top quality products, reliable service, and high profit.

Also included in this guide is the special section entitled, "What's the Difference." This section uniquely describes the way in which a Sales Project activity can be used as a successful teaching tool. This project method approach to fund raising was originally prepared by James Biddle.

It is our sincere hope that this Sales Project Guide will assist you in your chapter activities for the coming year.

WHAT'S THE DIFFERENCE?

A Project-Method Approach To a DECA Sales Project Activity



This section deals with fund raising through a new approach. This approach was written and prepared by James Biddle, Indiana State Supervisor, Distributive Education, prior to the 1968-69 school year. This project method approach has converted a weak fund raising activity into a strong Sales Project and has proven successful throughout the country this past year. This is merely a guide for DECA Chapters and may be adapted to your own local program of instruction. It illustrates how a successful co-curricular activity in DECA can be an excellent teaching tool and an opportunity for an actual learning experience through a Sales Project. Read it and you'll see—"What's The Difference."

What's the difference?

(A Project-Method Approach to a DECA Sales Project Activity)

ARE YOU GOING TO HAVE A SALES PROJECT . . .

involving candy, fruitcakes, all occasion cards, calendar towels, or some other product? Naturally you want to make a profit. This will add to your DECA chapter treasury and provide money for chapter activities, transportation to regional, state and national conferences, employer-employee banquets, and so on. But don't you find the other groups and organizations within your school—the band, the junior class, the senior class, the booster club—doing exactly the same thing?

WHAT'S THE DIFFERENCE . . .

between your DECA chapter's method of developing and promoting this sales effort and the method of other organizations? In most instances, unfortunately, there is very little difference—the merchandise is ordered, received and passed out to the students with the encouraging words, "Sell all of it"—and that's as far as it goes. The objective, supposedly money in the treasury, is accomplished in time. And everyone is glad it's over. So, *what's the difference?*

THE DIFFERENCE IS . . .

that DECA activities, including sales projects, are a part of Distributive Education instructional program in *merchandising, marketing, and management*. THE DIFFERENCE IS IN THE OBJECTIVE TO BE ACCOMPLISHED. In Distributive Education, the primary objective is training students in the understanding of management functions, sales stimulation techniques, and other related phases of the marketing function. The outcome, money in the treasury, is a by-product of the training. Too often coordinators view a sales project as something that must be done to make money for the chapter. The effective coordinator looks upon sales projects as a *training project*—he sees it as a challenge and an opportunity to make a *practical application* of classroom instruction.

Turn your sales project into an effective training project in Distributive Education—Put into practice a sales promotion technique used by the larger chain-store organizations

Anyone who has had experience in chain-store operation will recall that during store-wide (and company-wide) sales promotion periods, such as a fall sale or a spring sale, different departments within the store are pitted against each other on a competitive basis in order to stimulate sales. The same technique is true for a direct sales organization where different regions of the state or country compete for recognition. For example, the soft-line departments compete as a team against the hard-line department team, or the midwest region competes against the eastern, southern, and western region.

To properly organize such a promotional project, five criteria are necessary:

1. *A sales management committee is selected*
2. *Definite beginning and ending dates for the sale are set*
3. *Realistic sales quotas are established*
4. *Accurate sales records are kept and tallied daily or weekly on visual charts*
5. *Rewards are given for top salespeople and best team performance during and upon completion of the sale*

By using the five step management plan this technique can be applied to your sales project and, for want of a better name, can be identified as a Distributive Education project in "Internal Organization Sales Stimulation."

An "Internal Organization Sales Stimulation" Project: *THE FIVE STEP MANAGEMENT PLAN*

I. ORGANIZING

The DECA Chapter advisor selects from the Distributive Education class a sales management committee of four (or five) individuals. The committee should be formed as early in the school year as possible. Select the committee members carefully, preferably from those who have chosen some form of management as a DE career objective or from those who have demonstrated leadership ability. These might be some of your DECA chapter officers, but not necessarily. The remainder of the students are the sales force for the organization. The DE teacher-coordinator serves as a professional consultant to the committee. The committee members would be identified as follows:

A. MANAGER . . .

serves as chairman of the committee, and is responsible for organizing the total project. He secures the close cooperation of his committee plus the cooperation of all students. He also supervises the activities of his committee.

B. MERCHANDISE MANAGER . . .

is responsible for ordering the merchandise, receiving it properly, controlling the distribution of the individual items, and maintaining a record of sales. From a sales and inventory control sheet he posts campaign progress weekly, or bi-weekly, on visual charts by team and by individual salespeople.

C. ASSISTANT MERCHANDISE MANAGER — FINANCE . . .

assists the merchandise manager, primarily in the collection and control of money from product sales and also in the posting of team and individual sales on visual charts.

D. SALES MANAGER . . .

is the "fire builder," the "stimulator," the person who directs the sales campaign. He identifies prospects such as the student body, the faculty, family, friends, and such groups as fraternal orders, civic organizations, factories, and others. He determines the best method for selling the product. This could be a manned booth or table outside the DE classroom, an athletic event, the foyer of a downtown store, door to door, in shopping centers, etc.

E. SALES PROMOTION MANAGER . . .

develops advertising for the product through bulletin board posters, an ad in the school paper, posters in downtown stores (if permissible), a display in the DECA display case, local radio advertising, ad layout and copy for the newspapers (school and location) . . . other?

II. PLANNING

The manager calls a Sales Management Committee meeting to determine:

A. PRODUCT TO BE SOLD

Some chapter advisors may wish for the entire chapter membership, at a regular chapter meeting, to vote on the selection of the product to be sold. In this case, the committee function would be used to propose suggested products to the chapter. The sales project companies in this book are all equipped to work within your requirements.

B. BEGINNING AND ENDING DATES FOR THE SALES CAMPAIGN

C. SALES QUOTA

It may be desirable to have this determined also by the chapter membership at a regular meeting.

D. INCENTIVE REWARDS FOR INDIVIDUAL AND TEAM EFFORTS

Several different methods of providing rewards are possible. For team effort, one method might be for the losing team to treat the winning team to a coke and pizza party as a chapter social affair where members of the losing team serve the winners. Another method could be to have a chapter party at a local restaurant where, by pre-arrangement, the losing team is served beans and water and the winning team is served deluxe hamburgers, french fries, and cokes or milk. Expenses for either party are to be paid out of the sales campaign profit that went into the chapter treasury.

Individual sales effort can be rewarded in many different ways. The best incentive to maintain interest and to spur the sales force to greater individual sales effort is to provide some form of reward periodically throughout the sales campaign. For example, the top boy salesman and the top girl salesman for each team, each week, might be awarded a silver dollar. Or, the top boy salesman and the top girl salesman for the entire sales campaign, regardless of team placement, might receive \$5.00 each. Or, these two suggestions might be combined. Instead of money, the teacher-coordinator may desire to substitute merchandise as a reward, but this is not considered as effective a stimulator as cash.

E. METHOD OF INTRODUCING THE PROJECT TO THE SALES FORCE

To begin, the *manager* explains the need for a sales project. He details the benefits to the chapter, why a particular product has been selected, and his responsibilities in securing an all-out cooperative effort.

The *merchandise manager* explains the dates for the campaign, and why they have been set for that particular time. He also describes his responsibilities in getting the merchandise on hand for the sales force to sell—and urges full cooperation in helping him maintain an accurate record of sales and inventory.

The *assistant merchandise manager* explains his function of working closely with the merchandise manager, and his primary responsibility of handling the money. He points out to the sales force that they are responsible for every item of merchandise they check out and for the money they receive from the sale of the merchandise until they turn it in to him on pre-determined dates, such as every Monday and Friday, at which time they will get a receipt. He asks for cooperation so that all receive credit for their efforts.

The *sales manager* then explains how the sales quota was established, and how it will be met through individual and team effort. He highlights the rewards for top salespeople and best team performance, and announces that visual charts will be used to keep everyone up to date. He is optimistic and assures that with everyone participating and co-operating, it will be easy to meet and beat the quotas.

The *sales promotion manager* concludes by explaining the sales promotion activities which are planned to assist the sales force.

III. COMMUNICATING

The chapter President calls a special chapter meeting for the Sales Management Committee to introduce the project. As a project and as a part of the instructional program in DE, class time should be used for this purpose.

A. The teacher-coordinator explains "Internal Organization Sales Stimulation." He begins by explaining how it is used to increase sales in retailing and direct sales campaigns. He describes the appointment of the committee to act as a management team, the function of the sales force, the use of incentive through reward, and cooperation through friendly competition to reach a common goal. He finishes with expected outcomes in both training and profit to be achieved, and states that the project is a direct application of sales stimulation techniques and management methods that are found in the business community. Another important point the teacher-coordinator can stress regarding the management techniques is that effective communication between the management team and the sales force is vital to the ultimate success of the campaign. The right hand must know what, where, why, when, and how the left hand is doing at all times and vice versa.

B. Each member of the committee then explains his part on the management team, his responsibilities, and introduces the project to the sales force as outlined in Section II. When the sales manager has concluded, the manager and/or coordinator may wish to summarize the points mentioned by the committee.

C. To determine team members for the blue team and the gold team, the teacher-coordinator has the student members count off, just as they are seated, blue-gold-blue-gold and so on until every member of the sales force is on one team or the other. (It is suggested that the management team also counts off, as they should be a part of the sales teams. They also participate in selling the product in order to contribute to the total success of the project. It is further suggested that the merchandise manager automatically be on one team and the assistant merchandise manager be on the other team because of their record keeping function in collecting money and posting sales—in essence, they could be identified as the captain of their respective team.)

D. Charts are put on the wall. The manager emphasizes again the possible rewards, and the sales manager tells how he plans to encourage, needle, build fires, and so on, to increase sales.

IV. IMPLEMENTING

The merchandise manager, with the help of the teacher-coordinator, orders the merchandise. The stage is now set for a well-organized sales campaign. The interim time between ordering the merchandise and receiving it provides an excellent opportunity for sales demonstrations in the classroom on the particular product that will be sold. Here is a chance for the students to become acquainted with the selling points of the product, approaches to use for different types of prospects, anticipating and overcoming objections, quantity suggestion selling, and other sales techniques that will prepare them to do a better job of marketing the product.

Once the merchandise has been received and distributed, all the previous planning for the sales campaign swings into full operation. The total efforts of the organization are now focused on selling the product.

V. EVALUATING

A final major step in the management function remains after the sales campaign is completed. No large sales event is really wrapped up until the management team has held a conference to evaluate performance during the event. Therefore, the last step in the "Internal Organization Sales Stimulation" project is for the manager to call a final Sales Management Committee meeting to evaluate the total sales campaign.

Evaluative criteria might be in the form of:

1. *Were objectives achieved?*
2. *What problems were encountered? Sales force? Management? Communication?*
3. *Was the campaign too short? Too long? Wrong time of year?*
4. *Was the planning adequate?*
5. *Was more promotional effort needed?*
6. *Was the right product selected?*
7. *Were sales quotas too big? Too small?*
8. *Did the committee function effectively?*
9. *Was cooperation of the sales force secured?*
10. *Was interest maintained?*
11. *Were incentive rewards effective?*
12. *Did learning and training take place?*
13. *What improvements are needed for next year's project?*

It is essential that a record of the evaluation be kept and passed on to the management team that will be selected for the succeeding year's campaign. It is equally important that an oral report of the evaluation be made to the sales force at the next chapter meeting. The project can be considered closed only after the results and the final evaluation have been presented to everyone involved in the sales campaign.

What's the difference?

There is a great difference between a well-planned, "Internal Organization Sales Stimulation" project in Distributive Education and just another sales project which any school group can do. The difference is in the *objective accomplished*. When the teacher-coordinator reviews the project in light of the benefits received by the Distributive Education students, the Distributive Education program, and the DECA chapter, his evaluation would indicate that:

- A. *Training is accomplished — learning takes place.*
Students are alerted to the responsibilities of management. This includes attaining sales quotas through various marketing techniques using sound business principles. Effective organization achieves the desired end result.
- B. *Basic management concepts are demonstrated in the five steps of the project:*
 - Step I — Organizing
 - Step II — Planning
 - Step III — Communicating
 - Step IV — Implementing
 - Step V — Evaluating
- C. *Student interest and cooperation are maintained during the sales period through participation and involvement. The incentive provided by both friendly competition and reward is a big stimulus.*
- D. *Sales and profit are increased through sales stimulation.*

Best wishes for a valuable Distributive Education training project for your next DECA fund-raising activity.

What's the difference?

You will find on the next few pages a suggested **Calendar of Events**, **charts and control sheets** as well as **suggested sales project items** which would be excellent to use in implementing this project.

(All sales project products suggested are Nationally Approved fund raising products by the **Distributive Education Clubs of America**—National Headquarters is located in Falls Church, Virginia.)

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25 Inform class of fund raising project.	26
27	28	29 Select Sales Management Committee	30			

SUGGESTED CALENDAR OF EVENTS and IMPORTANT DATES TO REMEMBER

Sales Campaign Dates

November 1 to December 19

Sept. 26 Inform D.E. class of proposed project.

Sept. 30 Select Sales Management Committee.

Oct. 3 Inform Committee members to their role on Mgt. team and their responsibilities. Tell how project is to be introduced to the sales force.

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Sales Management Committee meeting	3
4	5	6 Chapter Meeting	7 Order Merchandise	8	9	10
11	12	13 Prepare posters for bulletin boards, ad for school paper, contact local radio and television stations.	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28 Receive Merchandise	29 Place posters around/Place ad	30 Distribute Mds to Sales force	31

Oct. 7 Mgt. team introduces the project (may wish to establish quota with all members present). Divide sales force into teams.

Oct. 8 Order merchandise

Oct. 13-17 Sales promotion preparation time.

Oct. 29 Assuming 3 weeks delivery time, mds. should arrive during the week.

Oct. 27-30 Word of mouth advertising, posters, ads, etc. can be utilized one week prior to beginning of campaign.